



**The REACH School
Handbook**

for Parents and Students

School Year 2021-22

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General Information

The REACH Handbook is a resource for parents and students of The REACH Charter School (“School,” “Charter School, or “REACH”). It provides important foundational information regarding the educational philosophy, teaching style, behavior expectations, procedures, and policies of REACH.

Parent and student are expected to know and understand the contents of this handbook - so if you have any questions about it, reach out by giving a call or making an appointment (see *Our Office* below). It’s also a great way to discuss with your student(s) the upcoming school year and their hopes and expectations.

Please make sure to sign and return the signature pages at the end of this document to the office.

NOTE: During these unprecedented times in the 2021-22 school year, many policies and procedures may be altered or impacted by emergency response to the pandemic or conditions caused by natural disaster such as wildfires that result in the implementation of distance/at-home or hybrid learning. Please check with the office for information on any modifications to this handbook during these times.

Vision

The REACH Charter School is a creative, liberal arts school that supports the emerging child in becoming a whole person.

Mission

This Vision is accomplished through the integration of strong academics, creative arts and community involvement in an environment that fosters acceptance and respect for self and others.

Our Office

Our office staff is happy to answer your questions about REACH. The School office works hard to accommodate the needs of children, staff, and parents. Please check into the office before visiting classrooms or instructional areas during school hours. A visitor’s pass is required while on campus. The office is open from 8:00 a.m. to 3:30 p.m. Monday through Friday. REACH office contact information:

Office Phone Number: (707) 823-8618 • **FAX:** (707) 823-8611

Mailing Address: 708 Gravenstein Hwy N. #203, Sebastopol, CA, 95472

Donations and Pledges

In addition to on-campus enrichments, donations underwrite field trips, field study experiments, assist in providing specialized in-service training for the REACH teachers, such as the Implicit Curriculum, Positive Discipline, and PBL. If you would like to make a voluntary donation to the School, please contact the main

office.

While donations are appreciated, please note that they are fully voluntary. Should your family choose to make a voluntary donation, please review the methods of payment below.

Method of Donation:

Online Banking Bill Pay – Sent from your bank and mailed to:

REACH Education Foundation
487 Watertrough Rd
Sebastopol, CA 95472

Hand Delivered – Donations may be dropped in the secure pledge box in the REACH Office.

PayPal – Log into Parent Square at <http://www.parentsquare.com> and click on the 2018-19 Fundraising Drive link on the home page, or go to the school website at <http://reach-program.com> click the “Donate” button on the Pledge tab.

Helping the Community Help US

Scrip : E-Scrip is an almost effortless way to raise money for our School. Many merchants participate in Scrip as a form of advertising. To encourage you to shop with them, they donate a percentage of your purchase (usually 2-5%) back to the charity of your choosing. The great thing is, you don't shop any differently than you normally do! We encourage every REACH family to sign up. <http://backtoschools.escrip.com/>

Annual School Calendar

The school calendar is provided in the appendix section of this handbook for your convenience. It is also on our website at <http://reach-program.com/calendar>. We encourage you to look over the calendar carefully as it will not be the same as your local school district. We keep it as close to the Sebastopol Union School District's (“SUSD”) calendar as possible so that vacation days and other non-student attendance days are compatible with siblings who might be attending SUSD schools.

Picture Day: TBD

Information and order packets will be sent home with your child. The dress code applies on school picture day. See information on the School's dress code in the section below.

The Daily Schedule

Student arrival, departure, and daily schedule will be dependent upon your child's grade level. Refer to the REACH Website for grade level start and end times at <http://reach-program.com/start-times>. Wednesdays are early release days. Please refer to the REACH school calendar for a current schedule of early release days.

Morning Drop off and Afternoon Pickup

REACH shares a one mile stretch of Watertrough Rd. with Apple Blossom Elementary and Twin Hills Charter Middle School. Traffic in the area for drop off and pick up is unusually heavy for our narrow, sidewalk free road. **It is imperative that everyone abides by the rules during the morning drop off and afternoon pickup times. The upper parking and drop off zone is a one-way pass through. Enter and exit in the correct direction.**

Morning Arrival Time

Plan on arriving at the school no earlier than 15 minutes prior to the student's start time. Students will be

dropped off in the designated area, by grade. A REACH School staff member will be present most days in the parking lot during drop off and pick up times to assist students in exiting or entering their vehicles safely, and to ensure that drivers remain in their vehicles and pass through quickly and safely. If you have business at the School, you must park in a parking stall. Do not park in either of the School's pass through lanes.

Afternoon Departure Time

All vehicles arriving earlier than their student's designated departure time will be required to circle around, park in stalls or park in the designated lower parking lot until their student is released so that they do not block the arrival and departure of any other vehicle wishing to enter or exit the parking lot. You may wait in your car. Do not leave your car unattended. All students must be picked up no more than 15 minutes after their grade level release time. After 15 minutes you and/or an emergency contact person will be called, and your child may go to the school's Aftercare Program at the school's discretion. Aftercare fees may apply.

Communicating with REACH

Teachers, staff, the Director, and parents are encouraged to model effective communication and problem solving by first addressing issues directly with the person(s) involved, in an understanding, compassionate, open manner and face to face (whenever possible). In addition to being respectful and appropriate, this approach will support students in learning self-sufficiency and building confidence in their ability to problem solve on their own.

If parents have classroom related concerns, they should first contact their child's teacher by telephone, email or, a written note to initiate contact and to arrange for an in-person conference if needed. Messages can be left for teachers in their individual voice mailboxes. It is best to schedule face-to-face meetings to discuss issues of a more serious nature. The teacher phone and email contact information is available at the school's website at <http://www.reach-program.com/contact>. Teachers may also be contacted directly through ParentSquare.

For concerns related to The REACH School's curriculum and policy, the REACH Director is available to answer questions and to support parents and students in clarifying issues and concerns.

School News

The REACH School's ParentSquare application is the primary hub for school communication. It serves to keep our school community up to date regarding classroom activities, school events, field trips, schedules, and other important REACH related information. It also includes topics related to parent education and regular messages from the REACH Director. If you do not receive ParentSquare notifications, contact the REACH office and request your email address or phone be added to the application and it will be sent to your personal email or phone. The ParentSquare app is also available for smartphones.

We welcome articles and pictures from parents, students, and teachers about school activities and events. Please check with parent coordinator or office for submissions.

Parent Education Meetings and Community Building

The REACH School holds regular parent education meetings and sponsors social events. A primary focus for the school is the implementation of positive discipline as a primary component of SEL. We ask that family members participate in learning opportunities throughout the year to extend the effectiveness of this program for students. Please plan on attending community gatherings as they are essential to building relationships and maintaining a strong, effective, supportive, and friendly school community.

REACH Parent Foundation

The RPF Board of Directors holds regular public meetings on a monthly basis throughout the school year. In addition, Special Meetings are scheduled as needed. All RPF meetings are open to the public and the board

heartily encourages visits from anyone interested in, invested in, or curious about The REACH School. Regular meetings are scheduled for the second Wednesday of each month starting at 6:30 pm. Agendas for all meetings are posted on the door outside the school office and on the school's website at: <http://reach-program.com/reach-parent-foundation-rpf/>

School Operations, Policies, and Procedures

Attendance

Consistent school attendance is essential for your child's success in school. You play the vital role of getting your child to school each day, on time. It is difficult for students and teachers to make up for days absent. When lessons are missed, learning opportunities are lost. Project Based Learning ("PBL") especially requires regular attendance from students. One of the best things you can do for your child at REACH is to make sure they come to school consistently and arrive on time. PBL is highly collaborative and requires regular participation by students. A worksheet might cover the content being learned in class, but it won't replace the direct experience of learning. Refer to the calendar before you make vacation plans!

Mid-Day Departures and Returns

Please avoid scheduling appointments for students during school hours. If you must pick up your child from the school for appointments during the school day they must be signed out at the office and signed back in upon return. Do not drop off students in the lower parking lot.

Attendance/Absence Reporting Procedures

Reporting Absences - Please contact the School's attendance coordinator at **(707) 823-8618** immediately when you know your child is going to be absent. You must call every day your child is absent. It is the student and parent responsibility to complete all make up work due to absence. Please contact your child's teacher directly for makeup work by emailing them or calling their voicemail extension through the school's main number 707-823-8618.

Extended Periods of Absence

Extreme situations might call for extended periods of student absence. Please call the attendance coordinator and the child's teacher as soon as possible if your student will be out for more than a day or two. Your child may be placed on temporary independent study or a home/hospital program for severe medical conditions through your district of residence. An independent study student contract can be arranged at least ten school days in advance if a child is going to be out of school for an extended period. By agreeing to do an independent study contract, parent and student commit to completing all work and returning it to school when the child returns. Please contact the main office if you would like a complete copy of the School's Independent Study Board Policy.

Excused Absences

The REACH School is responsible to all students during the school day and must have notification of any absence from a parent or guardian. Absence from school shall be excused for health reasons, quarantine under direction of the county or city health officer, family emergencies, and justifiable personal reasons, as permitted by law or Board policy.

The Director shall approve or disapprove requests for personal reasons.

Please note: Schools are allowed to excuse any student in grades 7-12 without their parents/guardians knowledge or consent to obtain confidential medical services. (Education Code 46010.1.) Students who wish

to leave for confidential medical services should contact the school attendance coordinator or director for permission to leave.

Truancy

If your student is absent for any reason other than an approved absence, or you do not call the school to report absences, they will be marked as unexcused. More than 3 unexcused absences in one school year or more than 30 minutes later to school 3 times in one school year, your child will be considered Truant. Consequences for truancy may include an Attendance Hearing before the School's Board of Directors in order to establish a Corrective Attendance Plan and/or a call to the county's child welfare department or the District Attorney's Office. Please let us know if there are extenuating circumstances that are causing chronic absences. We may be able to assist you with accommodations or in directing you to services and support.

Do not plan unnecessary vacations or extended trips. These are not considered excused absences. Equally important, in a PBL environment, absences are not only disruptive to your student's learning but to their team members' learning as well.

Late to School

If your student arrives after their designated arrival time, they must obtain a Tardy Slip from the front office. If students are late arriving at the school, please instruct them to go directly to the office. If students are more than 30 minutes tardy the person bringing them to school must sign them in.

We understand that life sometimes presents itself with challenges when trying to get out the door for school. Being a few minutes late for school once in a while will happen, however, excessive tardiness may indicate a bigger problem, and can be very disruptive to a teacher's classroom, and to student learning when tardy students enter the classroom. Timeliness is absolutely necessary in order to be successful in life and it is the responsibility of both parent and student to be on time for school each day. The student discipline policy will be enforced for students who are excessively tardy.

Volunteering

Parent participation is vital to the life of the school. Parent (and other family member) volunteers are recruited to assist in the classroom, work in the office, drive on field trips, attend off campus events, and develop social activities. This participation brings the whole family to the school experience and enriches the social networking that supports the REACH community and the community at large. Together we can make the world a better place! In return, volunteers get to feel connected to the REACH community in deeply satisfying ways.

We ask that for each child attending REACH that a family volunteer five (5) hours a month. Volunteering is completely voluntary and not mandatory. Choosing not to volunteer will not negatively impact your child's education or grades in any way.

The volunteer work not only enriches the school environment, but the services provided directly support learning activities and helps keep class size at a reasonable level. Working parents can volunteer in many other ways that can fit a busy schedule.

To sign up as a volunteer, please contact the Student Support Coordinator in the office to get started. (707) 823-8618.

For the safety and security of all who participate in volunteering on campus, and to meet California Education Code section 45125.01, volunteers, staff, and teachers are required to abide by the following procedures:

ALL Classroom and Field Trip Volunteers Must Submit

- ✓ **Everyone:** Documented TB assessment within the last four years. Volunteer Forms, LiveScan fingerprinting.
 - Obtain the Live Scan Application at the REACH Office
 - Fingerprints can be scanned at Tru-Scan, Ameriprints, or the Sebastopol Police Department. Please let us know if paying is an issue.
- ✓ **Drivers:** Volunteer Driver Form, DMV Drivers Record and Car Insurance Policy.

Visitors

All visitors to the school, including parents, volunteers, and anyone who must pick up a child during school hours, must sign in at the office and wear the School's badge that identifies them as a visitor before entering any area of the school occupied by students. Visitors may not enter the school via the lower campus without first checking in at the office.

We encourage parents to schedule visits to your child's classroom. Unless you are scheduled to perform an activity or service for the students or teacher please consider yourself an observer and understand the importance of minimizing disruption to the classroom learning environment.

Please adhere to the following guidelines when visiting a classroom:

- ✓ Slip in quietly, respecting the workplace of the teacher and students.
- ✓ Refrain from being a disruption, avoid chatting with other adults, taking phone calls, etc.
- ✓ If you're volunteering, check in with the teacher you're supporting in advance of your first shift and get clear on that teacher's expectations and needs. They'll let you know what they need help with and how they'd like you to support them.
- ✓ Don't forget a friendly supportive volunteer can go a long way helping your teacher get through the occasional challenging times all classrooms experience.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. REACH shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by REACH, consistent with the law. The REACH Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. REACH reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

The Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

The Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt REACH's orderly operation. If consent is withdrawn by someone other than the Director, the Director may reinstate consent for the visitor if the Director believes that the person's presence will not constitute a disruption or substantial and material threat to REACH's orderly operation. Consent can be withdrawn for up to fourteen (14) days.

The full Visitors/Volunteer Policy and is available for viewing in the school's front office.

REACH Field Trips

At REACH, we have a long tradition of field trips that range in length from a few hours to a few days, all of which are designed to deepen students' experience and understanding of projects, or to highlight rights of passage for particular grades. Field trips are paid for through fundraising and individual donations. Parents and teachers work together to determine the nature of these trips and how to manage costs. Each homeroom will participate in determining cost, fundraising, and feasibility of field trips so that they are viable and relevant to the learning goals of the class. Field Trip Permission Slips and other important forms must be completed, signed and returned to school promptly, as well as documents for volunteering and driving. Not having these items may result in inability to participate in a field trip. No student will be denied attendance at a school field trip because of an inability to pay a fee.

School Bus and Passenger Safety

All students who are transported in a schoolbus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

Dress Code

We offer an environment that is comfortable and conducive to learning. Students should use good judgment and act and dress appropriately and with sensitivity to a diverse community. Clothing must be neat, clean, in good repair, and may not have emblems or slogans that are obscene or threatening, or that represent drug, alcohol, or tobacco products. Sunglasses may not be worn indoors, and shoes must be worn when walking around campus. Dress should allow students to move freely and participate fully in all aspects of the curriculum. Headwear worn for purposes of religious observance will be permitted.

If an issue with dress arises, the student will work with the School office to correct the situation as quickly as possible.

Cell Phone and Electronic Devices Policy

The REACH school has very strict rules regarding cell phones and other electronic devices ("private devices"). The School is not liable for lost, broken or stolen phones, or other devices. The following rules apply:

- ✓ All private devices must be turned off during the school day, and either stored out of sight in a student's backpack or locker for the day, or in a designated place in the classroom. Students also have the option of dropping phones off in the office at the beginning of each day.

✓ Private devices shall be turned off and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

during passing periods, at lunch or for photographing or videoing other students at any time on REACH School campus. Earbuds or headphones are not to be visible at any time during the school day. Earbuds and headphones will be confiscated in the same manner as communication devices unless being used for instruction.

Private devices may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Students may use phones to make necessary important calls or text messages to family members only with the explicit permission of a REACH staff member. If you need to get a message to a student, please call the school at **(707) 823-8618** and we will make sure your student gets the message.

If a student is caught using a private device at an unauthorized time will have it confiscated immediately. If multiple confiscations are necessary or chronic, the parent will be required to retrieve the private device from the student's teacher or office staff.

* Please see the office if there is a special circumstance requiring a student to use a phone during the school day.

Foods and Nutrition

Healthy choices about what goes into the body is part of REACH's mission and vision for each and every student. Please be mindful and send your children to school with healthy foods and drinks.

Free and Reduced-Price Meals

Pursuant to California Law, the School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day. Applications for free or reduced-price meals are included in the first day packets to all families and can also be obtained on the School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.

Treats at REACH

If students want to bring a snack or special treat to share with the class, please request permission from the teacher beforehand. Also, please inquire about possible food allergies and sensitivities that students in the class may have. The rule at REACH is that when special treats are provided, they must be made available to all students.

Beverages/Water

REACH School campus gets its water from a well located on the property. The well is tested regularly as required by law. You will be notified if after monitoring the water is not safe for drinking. The School will maintain a supply of drinking water to use if the water is deemed unfit for drinking and for emergency purposes. We also encourage you to send at least one water bottle to school every day. This is especially true during warm weather. Students could become easily dehydrated after PE on hot days.

Please Note: Energy drinks (drinks that include caffeine) are not allowed at school and will be taken away from students if they bring them. Also, please refrain from sending sugary drinks with your child. Fruit juice, smoothies, water and milk are healthier choices.

Uniform Complaint Procedure (“UCP”)

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs; and/or
 - School Safety Plans.
 - State Preschool Program.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Director of Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Angie Powers
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707823-8613
apowers@reach-program.com

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date

on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however,

a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Director.

Acceptable Technology Use Agreement

REACH School will provide access to a number of high tech tools and wireless internet access for those tools which will enable students to employ technology to assist them in their learning as they complete projects and participate in regular presentations. REACH students can expect to learn new and/or improve in their use of numerous technological devices and applications.

This agreement covers the School's policy regarding acceptable and unacceptable uses of the school's technology and wireless internet access. All parents and students must agree to read and abide by the policies and procedures set forth by the School. Violations of the School's policies and procedures may lead to disciplinary actions including possible suspension and expulsion from the School. Please read the list of policies and procedures carefully as to avoid any misunderstanding of the School's rules.

Internet Access

REACH's wireless internet is not for public use. Students are prohibited from accessing the School wireless internet using personal devices.

Students are not provided passwords to use with personal devices.

Limited Use

The school's computers and internet access is for use only as instructed by a classroom teacher. Students are not to conduct research, visit websites, or play games that are not authorized by the teacher.

No Food or Drink on Classroom Tables

Absolutely no food or drink outside student backpacks in classrooms at any time other than teacher designated time. All drinks must have a lid and be placed inside backpacks at all times.

Check-in and Check-out Procedures

Teachers will check out computers and other devices to students as needed. Students are responsible for following all posted classroom rules regarding check-in and check-out procedures. They must report any damage to a teacher immediately. All computers will be checked in by a teacher and observed for exterior damage.

Theft and Intentional Damage

Any student caught stealing or damaging school property or attempting to "hack" any school account, server, domain, etc. will be disciplined in accordance with School policy. Any instances of violation of the law that include but are not limited to use or creation of pornography, cyber-bullying, or any other use of the School's property or internet to violate the law will be reported to police.

Intentional Destruction of Student Work

Any student caught intentionally modifying or destroying the work of another student will receive disciplinary consequences in accordance with School policy.

Taking Pictures and Video with Personal Devices – Taking pictures and video of students without the permission of a teacher or administrator is expressly prohibited. Any students caught posting pictures taken at school without permission used to harass and intended to harm other students or staff will be disciplined in accordance with School policy.

Cyber-bullying

Inappropriate use of social media, on or off campus, with the intent to harm others, are violations of the school's policy with respect to use of the internet, REACH account/webpage or electronic communication, and will not be tolerated. All violations of cyber-bullying brought to the school's attention will result in an administrative investigation. Any student participating in cyber-bullying will result in discipline in accordance with School policy.

Acceptable Use Training

Students will receive training upon enrollment regarding acceptable internet use, appropriate on line behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. Students will be expected to maintain very high standards at and away from REACH School.

REACH School's Responsibilities

REACH School staff is committed to allowing safe access to all appropriate internet sites and electronic communications while limiting access to, to the degree possible, intentional or accidental, harmful, sexually explicit and other offensive material.

- ✓ The School staff will provide reasonable supervision and monitoring of student internet use, electronic communications and student webpage content. All student use should be considered public and therefore available for review at any time with or without cause or permission.
- ✓ The School will provide filters and other such devices that block potentially harmful, sexually explicit and other offensive material.
- ✓ The School will provide student training at the beginning of each school year and for all new enrollees regarding what is acceptable use and other technology use protocols.
- ✓ The School will make every effort to keep the personal information of its students protected from unlawful dissemination.

REACH Student Responsibilities

Students are expected to conduct themselves reasonably and in good faith regarding their use of the internet access, electronic communications and REACH account/web page.

Students agree to be mindful of self, respectful towards others and demonstrate good judgment when using school property including the internet.

- ✓ Students understand that any form of cyber-bullying or the intentional cause of harm to others using technology on or off campus will not be tolerated and will be met with strong disciplinary measures.
- ✓ Students agree to limit their use of all technology as instructed by your teachers. Students will not make public any personal information.
- ✓ Students agree to not cause harm to the work of any other student or to any of the school's

technology driven systems by hacking or other unlawful behavior.

- ✓ Students will not plagiarize the work of others using technology nor violate copyright laws.
- ✓ Students will be subject to disciplinary measures for violating any part of this agreement. Here are some examples of punishable offenses:
 - Any attempt to guess passwords, break in to other accounts, or gain unauthorized access to administrator accounts, or other inappropriate hacking.
 - Photographing or taking video of any student.
 - Sending or displaying offensive messages or pictures.
 - Accessing pornographic websites.
 - Harassing, insulting or attacking others.
 - Damaging the School's computers, computer systems or computer networks.

REACH Parent Responsibilities

It is the responsibility of REACH parents to ensure the appropriate use of the internet, electronic communications and REACH student account/web page when off campus.

- ✓ Parents agree to monitor student use of social media regularly.
- ✓ Parents agree to immediately report any violations of this Acceptable Use Agreement .
- ✓ Parents agree to hold harmless REACH School for any damages as a result of student use of the school's internet access, school provided electronic communications and student accounts/web pages.

Teaching our students the appropriate use of technology will help them understand how to avoid situations that are potentially damaging to themselves and/or fellow classmates. We appreciate your support in reviewing and discussing this Agreement with your student/s.

Section 504

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Director. A copy of the School's Section 504 policies and procedures is available upon request at the main office.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Sonoma SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the School is responsible for identifying, locating, and evaluating children enrolled at the School with known or suspected disabilities to determine whether a need for special

education and related services exists. This includes children with disabilities who are homeless or foster youth. The School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Abigail Evan, Resource Specialist, 707-823-8618.

Education of Foster Children and Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. “Foster youth” refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. “Former juvenile court school pupils” refers to a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
3. “Child of a military family” refers to a student who resides in the household of an active duty military member.
4. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, in order that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent.”

Foster and Mobile Youth Liaison: The Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Angie Powers
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707823-8618
apowers@reach-program.com

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on

the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the

date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 § U.S.C. 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Director or designee designates the following staff person as the School Liaison for homeless students (42 § U.S.C. 11432(g)(1)(J)(ii):

Angie Powers
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707823-8618
apowers@reach-program.com

The School Liaison shall ensure that (42 § U.S.C. 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the

Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the School receives a request for access. Parents or eligible students should submit to the School Director or designee a written request that identifies the records they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School's Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the School decides to amend the record as requested by the parent or eligible student, the Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official

needs to review an education record in order to fulfill their professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Director at:

Angie Powers
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707-823-8618 / apowers@reach-program.com

A copy of the complete Policy is available upon request at the main office.

Health and Safety

Emergency Card

Emergency cards are sent home at the beginning of the school year and must be filled out completely. Please provide contact phone numbers for any responsible adult in case of an emergency. These cards are of vital importance in case of an emergency involving your child. Current information regarding your child's health, allergies, phone numbers, etc. must be accurate. Please contact the office immediately when emergency information should be updated.

Emergency Procedures

The REACH School has a detailed Safety and Emergency Preparedness plan in accordance with federal regulations. Staff and students are trained in safety procedures and in how to respond to a number of specific types of emergency incidences. We keep an emergency food supply and all staff are CPR/First Aid certified.

In the event of an emergency, all REACH students will be taken care of until parents/guardians or other family members arrive for pick up. The full Safety and Emergency Preparedness Plan is available for viewing in the school's front office.

Medication at School

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the designated Charter School personnel.

In order for a student to be assisted by designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A WRITTEN STATEMENT FROM THE STUDENT'S AUTHORIZED HEALTH CARE PROVIDER DETAILING THE NAME OF THE MEDICATION, METHOD, AMOUNT/DOSAGE, AND TIME SCHEDULES BY WHICH THE MEDICATION IS TO BE TAKEN, AND
2. A WRITTEN STATEMENT FROM THE PARENT, FOSTER PARENT, OR GUARDIAN OF THE STUDENT INDICATING THE DESIRE THAT REACH ASSIST THE STUDENT IN THE MATTERS SET FORTH IN THE STATEMENT OF THE AUTHORIZED HEALTH CARE PROVIDER.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

All medications must be stored in the office. For the safety of all students, medication cannot be kept in student's backpacks or in the classroom. If your student needs to take medication while at school, they must have an *Authorization for Medication* form signed by a parent/guardian and authorized healthcare provider on file. Please see the office for the form.

The full Administration of Medications Policy and form is available for viewing in the School's front office.

Availability of Health Insurance

Children—regardless of immigration status (fosteryouth, pregnant women, and legally present individuals,

including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

The School shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Pregnant and Parenting Students

The School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the School if it is necessary in order for the student to be able to complete any graduation requirements, unless the School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Angie Powers
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707-823-8618
apowers@reach-program.com

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director.

Health Examinations

Absent a written opt-out from a parent/guardian, each female student in grade 7 and every male student in grade 8 shall be screened for scoliosis. The screening shall be in accordance with standards

established by the State Department of Education. Policies detailing how REACH will test each student's vision and hearing upon first enrollment in the school and at least every third year thereafter until the student has completed the eighth grade.

Physical Examinations and Right to Refuse

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the School may file annually with the Director of the school in which the child is enrolled a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be

excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7 th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Mental Health Services

The School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – Our counselor is available one day a week and supports students by providing individual sessions, group or parent consultations whenever a student is having a

difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our School or by an outside provider listed here, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Abigail Evans at 707-823-8618 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Lark Blair at 707-823-8618.

Available in the Community:

- Sonoma County Department of Health Services, Behavioral Health
<https://sonomacounty.ca.gov/Health/Behavioral-Health/Youth-Services/>
(707) 565-6900.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available in the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available in the main office for your review.

Suicide Prevention

REACH recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the School Director or designee has developed measures and strategies for suicide prevention, intervention, and postvention. The complete Policy can be located at the main office.

Educational Program

Overview of Project Based Learning

The REACH School is a California public school that uses the Common Core State Standards as the basis for its learning platform. In general, what makes REACH's education program different is how we deliver the learning activities and help student's develop true understanding and skills. We do this through a research proven methodology and teaching practice called PBL. REACH's PBL instructional model is used in many highly successful charter, alternative, and traditional schools throughout the country.

A child's education at REACH includes access to enrichment and elective courses. Research confirms a direct relationship between participation the visual and performing arts and improving learning. We don't consider this coursework "extra" but rather an integral approach to developing the whole child. A separate staff of expert instructors provide projects and activities in the areas of expressive arts, performance arts, environmental awareness, and foreign language.

Educational Materials and Donation of Supplies

At the beginning of each school year, your child's or children's teacher will let you know what supplies your child needs during the school each day. Please make sure your child arrives with everything they need to make their school day a success - this may include a backpack, refillable water bottle, and a hearty lunch and snack. although the school will provide all required educational materials free of charge, below is a list of school supplies that parents may voluntarily donate to the school. Sometimes families are looking for ways to support the school or have access to items they think might be helpful for the school. Below is a partial list of items the school can always use and of course, contact the office if you have any questions.

- ✓ Dry Erase Markers and Erasers
- ✓ Poster Board White Paint – all colors
Paint Brushes
- ✓ Stencils/Foam Lettering
- ✓ Tri-fold Boards
- ✓ Glue and/or glue sticks
- ✓ Lined Paper Graph paper
- ✓ Copy paper
- ✓ Colored construction paper Newsprint
tablets
- ✓ Kleenex, Kleenex and more Kleenex!
- ✓ Paper towels (rolls)
- ✓ Rulers

✓ Calculators Scissors

Any supply donations will belong to the school and be available for use by all students. Please drop off all supplies at the school's main office and they will be distributed where needed.

English Learners

REACH is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Technology Supported Education

Technology and the age appropriate development of skills for using technology effectively is part of REACH's learning environment. We believe a technology driven environment mirrors how the real world works, giving our students a superior opportunity to develop advanced knowledge and skill levels in their use of technology. The goal is for REACH students to leave our school fully prepared with the tools and knowledge they need to be successful in their college and career choices in what is becoming a completely technology driven society.

REACH's Assessment Program and Standardized Testing

All students upon enrollment at The REACH School participate in the school's in-house assessment program, which includes the use of a nationally normed assessment program and each teacher's own organic insight to each child. Each student is assessed in English and in math prior to being placed in their math classes at the beginning of each school year or upon enrollment. All students are given additional, progressive assessments through the year. The progress results from the January and May assessments often help inform parent/teacher conferences and with the students' trimester report cards.

REACH school participates in California Assessment of Student Performance and Progress ("CAASP"), California's standardized testing and assessment program. The CAASP tests are administered for grades 3-8 at the school each spring. Tests are now web-based and reported automatically to the Department of Education for scoring. Each family will be sent the individual test results for their student typically in early September of the following school year.

School wide test results will also be available on the school's website at <http://reach-program.com/about-reach/> in the form of the annual School Accountability Report Card ("SARC") as well as the California Department of Education's ("CDE") website.

Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse their child from any or all parts of the state assessments shall be granted.

REACH Homework

We recognize that homework is one of those topics about which there are varied and strong opinions. At REACH, we believe *appropriate* and *relevant* homework is an important aspect of our students' education. Teachers will assign homework that is necessary to the projects occurring in the classroom. This is often referred to as "flipped" learning that encourages students to learn background material to make classroom project time more productive. Our approach to homework is to encourage the student to become empowered with the responsibility of completing assignments with minimal assistance from parents/guardians. If a student is struggling with homework and requiring more than minimal assistance at home, students and parents should discuss this with their teacher.

Completing homework is important for many reasons. Not only does it reinforce learning by providing practice and application, it also develops self-discipline and responsibility. It is of paramount importance that students do their homework when assigned and turn it in on time. Homework will vary according to learning needs. In addition, students are encouraged to read and/or be read to a minimum of 30 minutes every day. Reading for pleasure and being read to are important activities that build reading skills!

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Availability of Prospectus

Upon request, the School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the School may charge for the prospectus in an amount not to exceed the cost of duplication.

Sexual Health Education

The School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation comprehensive sexual health education and HIV prevention education in writing to the School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by School personnel or outside consultants. When the School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors

and risks, if the School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Surveys About Personal Beliefs

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Academic Support for Struggling Students: Multi-Tiered System of Support ("MTSS")

The results of the Assessment Program and the REACH Positive Discipline program are indicators of a student's skills and knowledge with respect to grade level achievement and development of socio-emotional learning. If students are slightly below grade level, less than one year, efforts will be taken upon the part of the teachers to support areas of academic weaknesses. Often academic issues resolve themselves as a natural result of PBL education delivery because children engage in meaningful learning in ways that better suit their interests and learning styles. The School's regular assessment program allows for the close monitoring of students that are not quite at grade level in English and math. Teachers may recommend a student for the Response to Intervention ("RTI") program in these areas if they are one or more grade levels below in English and/or math. Likewise, students that struggle with behavioral issues may be identified as needing additional supports to engage more fully in the learning process.

If you have any questions about this program, or if your teacher recommends your student for this program, please schedule an appointment with your teacher to learn more. In addition, the Director is available to support parents in understanding the resources available to support their students in getting their best education.

Student Behavior and Discipline,

Community Standards and Expectations for Student Behavior An Inclusive Community

The REACH School believes in the positive impact community can have on the learning environment. Learning is strongest for everyone when school is a safe place. All students should be able to get their education free from fear of harassment and discrimination, including name-calling, teasing, coercion, intimidation, and exploitation. Even when intended in jest, such comments and actions create an unsafe community and teach a tolerance for language of disrespect. We strive to prevent discrimination and bullying through education as well as intervention and appropriate discipline when violation of these norms is brought to the attention of teachers, aids, office staff and of course, the Director. See the *Student Expectations* section and *Student Discipline* for more details).

Nondiscrimination Statement

REACH does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

REACH adheres to all provisions of federal law related to students with disabilities, including, but not limited to,

Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

REACH is committed to providing a educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Angie Powers
The REACH School Director
487 Watertrough Rd., Sebastopol CA 95472
707-823-8618
apowers@reach-program.com

The lack of English language skills will not be a barrier to admission or participation in Charter School’s programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

The REACH School Social and Emotional Education Program

At REACH, the social/emotional learning (SEL) component provides the foundation for teaching and learning. The REACH School utilizes components from different Social and Emotional Curriculum Programs and resources including but not limited to:

Positive Discipline

Reach is now in it’s second year of Positive Discipline implementation. Positive Discipline is a program designed to teach young people to become responsible, respectful, and resourceful members of our communities. Based on the Positive Discipline books by Dr. Jane Nelsen, Lynn Lott, Cheryl Erwin and others, it teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults (including parents,

teachers, and others).

Recent research tells us that children are “hardwired” from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive Discipline is based on the understanding that discipline must be taught and that discipline also teaches. For more information, see <http://positivediscipline.org>.

The Toolbox Project is another program at REACH dedicated to helping students acquire a set of “tools” and strategies for managing the social and emotional aspects of life at school. Teachers work directly at guiding students toward developing skills for self-management and ways of problem solving in the classroom and on the playground.

REACH Code of Conduct

The discipline systems and procedures are consistent with the school’s philosophy, which is focused on creating a culture of safety, trust, and personal responsibility. We take a team approach to discipline situations whereby teachers, staff, parents and the school’s administration work collaboratively to assist students in taking responsibility for their behavior choices and for providing opportunities for students to learn personal management skills that will help them be successful in life.

The School’s Positive Discipline program holds that discipline is focused on creating learning opportunities for misguided behavior as opposed to using a punishment model. All teachers and other student support staff are trained in a variety of social emotional learning programs, including Positive Discipline, all of which equip teachers with the language and skill sets necessary for guiding behaviorally challenged students toward accepting responsibility and managing the consequences for behavioral missteps.

Discipline Procedures

The primary objective of the School discipline policy is to minimize disruptions in order to establish a safe, orderly environment in which all students can receive maximum benefit from the total school program and develop to their fullest individual potential academically, emotionally, and socially.

The teacher talking to a child resolves most of the student discipline issues. However, occasionally it is necessary for the Director to counsel a student. Parents may be contacted and, if necessary, a parent conference will be scheduled and/or a student behavior contract will be written. On rare occasions it may be necessary to suspend, or in extreme cases recommend to expel a student from school.

The discipline procedures are implemented fairly and consistently school wide. Most often behavioral missteps occur in the classroom or on the playground, are minor and are usually handled by adult staff in the moment. Major behavioral missteps involve a referral to the School’s Director or another staff member. Serious violations of School policy are handled by the Director. The following is a description of the three levels of student discipline, examples of possible consequences, and a description of the procedures staff follows when managing student discipline issues.

The full Suspension & Expulsion Policy, complete with all enumerated offenses, is available for viewing in the School’s front office.

(1) Minor Infractions

Minor infractions will typically occur as a result poor decision-making or mistaken goals. They may include but are not limited to the following types of behavior issues:

- ✓ Failure to follow the procedural rules in any classroom, bathrooms, playground or common areas

- ✓ Repeated cell phone violation (beyond one warning and one confiscation, see cell phone rules)
- ✓ Classroom disruption and willful defiance
- ✓ Use of foul language and other acts of disrespect(not directed specifically at a person)
- ✓ Inappropriate use of technology (playing games, emailing, IMing during class, etc.)
- ✓ Misuse of school property
- ✓ Inappropriate physical contact (with consent, sitting on lap, extended hugging)

Discipline for Minor Infractions

Minor Infractions will typically call for disciplinary actions consistent with the level of the infraction and will most often depend upon the individual situation. Minor violations may involve a phone call home to parents by the teacher, Director or other staff member to inform the parent/guardian and to discuss some possible strategies for improvement as appropriate. Some examples of disciplinary responses that may be applied in the case of minor infractions:

- ✓ Required parent pick up of cell phone (related to cell phone policy violations)
- ✓ Loss of privileges
- ✓ Loss of computer use (for violations of the Tech Agreement)
- ✓ Reflection writing
- ✓ Additional assignments related to the behavior issue

(2) Major Infractions

Major infractions, while still under the category of poor decision making on the part of the student,include more serious offenses and those that are hurtful to other students and/or School property. They can include chronic disruption to the learning environment, which impedes the learning of others. They can also include repeated or multiple minor infractions that have not been resolved through other means. Major infractions include but are not limited to:

- ✓ Use of foul language and other acts of disrespectwith the intent of being hurtful to another person particularly related to race, gender, religious beliefs and other protected categories which constitute harassment
- ✓ Chronic classroom disruption
- ✓ Chronic willful defiance
- ✓ Engaging in aggressive physical contact except in self defense
- ✓ Bullying of any kind, including cyberbullying (see *Technology Use Agreement*)
- ✓ Damaging or defacing School property
- ✓ Violations of the REACH School's Technology Use Agreement
- ✓ Cheating and Plagiarism

- ✓ Theft of School or student property

Discipline for Major Infractions

Major infractions require parental involvement. They also include serious and more long-term consequences like loss of participation in school activities/events and possible suspension. They also generally will require an immediate conference with the student, student's parent/guardian, teachers and/or the school's Director or designee. Some examples of consequences that may be administered in situations where major infractions have occurred are:

- ✓ Loss of privileges like field trips, assemblies, class parties and after school activities
- ✓ Removal from the classroom or playground for a behavioral education assignment
- ✓ Mandatory participation in a Restorative Justice process
- ✓ Family counsel with the student's teacher and Director
- ✓ A formal behavior contract
- ✓ Suspension and/or expulsion pursuant to School policy
- ✓ Restitution

(3) Serious Violations

Serious misconduct can be automatic grounds for suspension with a possible recommendation for expulsion from attending The REACH School.

By creating the following standards and procedures for suspensions and expulsions, the school will be able to minimize the effects when a student presents a danger to people or property, disrupts school activities, or threatens campus peace, safety, or security. Serious misconduct includes disruptive vocal and physical activities, refusal to work, cheating, vandalism, gambling, theft, drug use or possession, bringing weapons of any kind to school, and unsafe behavior such as bullying or sexual harassment. Serious misconduct should be brought to the attention of the REACH Director immediately. It is the intent of REACH to avoid suspensions and legal action by engaging in growth producing conversations with students, teachers, and parents involved. Some types of serious violation will lead to an automatic recommendation for expulsion. Detailed information on Grounds for Suspension or Expulsion can be found in the Education Code Sections-48900-48927 and the REACH Board Policy.

Discipline for Serious Infractions

Students who commit serious infractions are subject to suspension, expulsion, or both. Other types of disciplinary processes are:

- ✓ Loss of privileges like field trips, assemblies, class parties and after school activities
- ✓ Removal from the classroom or playground for a behavioral education assignment
- ✓ Mandatory participation in a Restorative Justice process
- ✓ Family counsel with the student's teacher and Director
- ✓ Law enforcement contract
- ✓ Restitution

The full Suspension & Expulsion Policy, complete with all enumerated offenses, is available for viewing in the school's front office.

Campus Search Policy

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a School official has reasonable suspicion that the student has violated or is violating either the law or REACH rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Articulate facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction.

In no case shall a strip search be conducted by school officials, including asking a student to remove or arrange some or all of their underclothing, and/or inspecting of parts of the student's underclothing or body.

Discipline

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by school officials, trained detection dogs or metal detectors, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with REACH's discipline policies and procedures. REACH shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

The complete Campus Search and Seizure Policy is available at the main office upon request.

Respect for Property and Community

Students are expected to respect community property and the property of others. Theft, defacement, or vandalism of any School/personal property is not allowed.

Students are expected to maintain a safe environment. Students may not bring guns, knives, or any other weapons to school, any school function, or on any School trip, and must refrain from behavior that causes physical or emotional harm to others in the school community. We have a "zero tolerance" response to weapons on our campus.

Students are expected to conduct themselves at all times and all places in a manner that is consistent with The REACH School's community standards and the health and safety of all community members.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian

in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Complete Policies

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Director

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The REACH Charter School ("REACH" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. REACH school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom REACH does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. REACH will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. REACH complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Angie Powers
707-823-8618
apowers@reach-program.com

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by REACH

REACH is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the

U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student¹ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by REACH.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious

¹ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in REACH’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that REACH investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

REACH has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

REACH advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

REACH informs Charter School employees, students, and parents/guardians of REACH’s policies regarding the use of technology in and out of the classroom. REACH encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

REACH employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. REACH advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at REACH and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

REACH’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

REACH informs REACH employees, students, and parents/guardians of this Policy and encourages

parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

REACH annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other REACH employees who have regular interaction with students.

REACH informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by REACH, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

REACH encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for REACH’s students.

Grievance Procedures

1. Scope of Grievance Procedures

REACH will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

Are written and signed;

Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

Submitted to the REACH UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, REACH will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Angie Powers
707-823-8618
apowers@reach-program.com

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. REACH will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

REACH acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

REACH prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to REACH's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or REACH's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. REACH will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of REACH to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of REACH, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

A statement that REACH prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

REACH may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with REACH's policies.

REACH may remove a respondent from REACH's education program or activity on an emergency basis, in accordance with REACH's policies, provided that REACH undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from

the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Informal Resolution

If a formal complaint of sexual harassment is filed, REACH may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If REACH offers such a process, it will do the following:

Provide the parties with advance written notice of:

- The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- o REACH will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Investigation Process

The decision-maker will not be the same person(s) as the Coordinator or the investigator. REACH shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Prior to completion of the investigative report, REACH will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

If the investigation reveals that the alleged harassment did not occur in REACH's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable REACH policy.

REACH may dismiss a formal complaint of sexual harassment if:

The complainant provides a written withdrawal of the complaint to the Coordinator;

The respondent is no longer employed or enrolled at REACH; or

The specific circumstances prevent REACH from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

If a formal complaint of sexual harassment or any of the claims therein are dismissed, REACH will promptly send

written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

REACH will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

The allegations in the formal complaint of sexual harassment;

All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

The findings of facts supporting the determination;

The conclusions about the application of REACH's code of conduct to the facts;

The decision and rationale for each allegation;

Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and

The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from REACH or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by REACH in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find REACH's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of REACH's decision or resolution, submit a written appeal to the President of the REACH Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and REACH will implement appeal procedures equally for both parties.
- REACH will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

will REACH maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal

complaint of sexual harassment.

Professional Boundaries: Staff/Student Interaction Policy

The School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a student from fighting with another student;
 - b. Preventing a pupil from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a student;
 - d. Forcing a pupil to give up a weapon or dangerous object;
 - e. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 - a. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - b. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual

insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or otherwise sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Types of Prohibited Behavior with Students

Employees must refrain from engaging in unnecessary physical contact, giving of gifts, communications of a sexual, violent, obscene, or offensive nature without a safety or educational purpose, being alone on or off campus, or any other conduct that may create the appearance of impropriety with a student as outlined in the examples below:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities..

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents’ written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

The REACH Charter School

TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize REACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by REACH:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

PUPIL SUSPENSION AND EXPULSION Policy

The REACH School Pupil Suspension and Expulsion policy and its rules and procedures have been established in order to promote learning and to protect the safety and well-being of all students.

When these policies and proposed rules and procedures are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

All disciplinary actions taken by The REACH School will strictly comply with the California Education Code, REACH's policies and procedures, and applicable federal law. The REACH School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students due process. These disciplinary rules and procedures will be printed and distributed as part of the Family Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion.

The Director shall ensure that students upon their enrollment and their parents/guardians are notified in writing of all discipline policies, rules, and procedures. The notice shall state that these disciplinary rules and procedures are available on request.

Grounds for Suspension

Students may be suspended or expelled for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Director or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a

controlled substance, alcoholic beverage or intoxicant

- Committed robbery or extortion
- Caused damage to school property or private property
- Stole school property or private property
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Made terrorist threats against school officials and/or school property
- Committed sexual harassment
- Caused or participated in an act of hate violence
- Committed hazing
- Committed vandalism/malicious mischief
- Violated academic ethics
- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Procedures Required to Suspend

The Director of the school or designee shall be the primary person responsible for adhering to the following procedures for all cases where suspension is necessary.

1. The Director shall investigate the incident and determine whether or not it merits suspension.
2. If possible, the Director or designee shall conference with the student to explain the reason for suspension and be given an opportunity to share his/her side of the story.
3. The Director determines the appropriate length of the suspension (up to 5 days).
4. The Director fills out a Notice of Suspension Form that includes all required information.

Special Education Student Suspensions

When suspensions involve special education students, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The Director shall notify the student's special education teacher when the student's cumulative days of suspension for that school year reaches eight. The manifestation

the determination meeting shall include the parent and relevant members of the student's IEP Team.

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or 2) the conduct in question was the direct result of the school's failure to implement the IEP. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team must conduct a functional behavioral assessment, create a plan and implement it, or if the plan is pre existing, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the school and parent agree to a change of placement as part of the modification of the behavioral intervention plan. For special education students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

Appeal Process

A student or the student's parent/guardian may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her School related offenses. Appeals must be made first in writing at the School level, and should be directed to the Director within five days of the School sending the Notice of Suspension Form to the parent/guardian and the student. The Director will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or his/her parent/guardian should appeal in writing to the REACH Parent Foundation within 10 days of the date of the School level written response and should direct it to the President of the Board for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

Expulsion

Expulsion means involuntary disenrollment from the charter school.

Authority

A student may be expelled by the RPF Board of Directors following a hearing. If the board decides to uphold the recommendation for expulsion they must determine the length of the expulsion up to one year in length.

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

A student who has committed one or more of the following acts must be immediately suspended and recommended for expulsion.

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless particular circumstances render it inappropriate.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for

the possession of not more than one ounce of marijuana, other than concentrated cannabis

- Robbery or extortion
- Assault or battery on a school employee

Procedures to Expel a Student

1. The Director investigates the incident and determines whether the offense results in an expulsion. The Director follows the same procedures as for suspension.
2. The School shall send a letter to the student and parent/guardian regarding the expulsion and the pending expulsion hearing. The letter shall include the following regarding the due process right of the student:
 - The date and place of the expulsion hearing;
 - A statement of the facts, charges and offenses upon which the proposed expulsion is based;
 - A copy of the School's disciplinary rules relating to the alleged violation;
 - Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
 - The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
 - The right to inspect and obtain copies of all documents to be used at the hearing;
 - The opportunity to confront and question witnesses who testify at the hearing;
 - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.
3. The Director shall maintain documents that may be used at the hearing and make them available for review by the student and/or his/her parent/guardian.
4. An expulsion hearing shall be held before the REACH Parent Foundation. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.
5. The decision of the REACH Parent Foundation to expel or not to expel shall be in the form of a written recommendation and provided to the parent. The school's Director will inform SUSD in all cases of expulsion.
6. The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for Sebastopol Union School District's review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion

as developed by the Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the REACH Parent Foundation Board of Directors or its designee following a meeting with the Director and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the REACH Parent Foundation Board of Directors following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

Suspended or expelled students shall be excluded from all school-related, extracurricular activities unless otherwise agreed, during the period of suspension or expulsion.

2021-2022 School Calendar

REACH Charter School
 487 Watertrough Road
 Sebastopol, CA 95472
 707-823-8618

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Aug 9-13	No Students - Staff Workday
Aug 16	First Day of School
Aug 26	Back to School Night
Sept 6	Labor Day
Oct 6-8	Early Release - Parent-Teacher Conf
Oct 11	Indigenous People's Day/National Coming Out Day
Nov 3-5	Project Presentations
Nov 11	Veteran's Day
Nov 12	No Students - Staff Workday
Nov 12	End of Trimester 1
Nov 22-26	Thanksgiving Break
Dec 20 - Dec 31	Winter Break
Jan 3	No Students - Staff Workday
Jan 17	Martin Luther King Jr. Day
Feb 7	Observe Lincoln's Birthday
Feb 14	President's Day
Feb 23-25	Project Presentations
Mar 3 & 4	Early Release - Parent-Teacher Conf
Mar 4	End of Trimester 2
Mar 9	No Students - Staff Workday (Conditional)
Mar 21-25	Spring Break
Apr 29	Spring Weekend
May 25-27	Project Presentations
May 30	Memorial Day
June 3	Last Day of School
June 6 & 7	No Students - Staff Workday

Trimesters:
 T1 Aug 16 - Nov 12
 T2 Nov 15 - Mar 4
 T3 Mar 7 - June 3

**** Every Wednesday is an Early Release Day ****

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2022						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Regular Days	136
Early Release	43
Total Instructional Days	179
Staff Workdays	10
Conference Days	5
Total Certificated Days	189

XX Emergency Closure Days

Holiday - School Closed	Staff Workday (no school for students)	Conditional Closure Make Up	Parent Teacher Conferences
Early Release	First and Last Days of School		End of Trimester