



Student Family Handbook

Chico Country Day School
2026-27

102 W 11th Street
Chico, CA 95928

Main Office: (530) 895-2650
Fax: (530) 895-2646

www.chicocountryday.org

Welcome to CCDS	6
Handbook Use and Purpose	6
Overview of our Education Program	6
Curriculum & Instruction	6
Learner Profile	7
CCDS Learning Model	7
Homework	8
Student Assessment	8
State Testing	9
Feedback	9
School Structures that Support Student Learning	9
Student Study Team & Response to Intervention:	9
Special Education	9
Family & Community Involvement	10
Parent Advisory Council	10
Back to School Night	10
Exhibitions of Learning	10
Volunteering at CCDS	10
School Information & Procedures	11
School Calendar	11
School Start & End Times	11
Drop Off & Pick Up	11
Attendance	12
Scheduling Appointments and Vacations	12
Notification to School of Absences and Excused Absences	12
Excessive Absenteeism	13
Truancy	14
Tardy Policy	14
Independent Study	15
Emergency Contact Information	15
Who Can My Child Go Home With?	16
Campus Visitors	16
After School Program	16
School Provided Meals	16
Food on Campus	17
Food as a Reward	17
Birthday Celebrations	17
Lost and Found	18
Student Behavior	18
Bullying Prevention	19

Dress Code	19
Use of School Materials	21
Lost or Damaged School Property	21
Non-School Property	21
Internet Use at School	21
Device Use & Student Expectations	22
Use Limited to an Educational Purpose	22
Plagiarism and Responsible Use of Technology, Including AI Tools	22
Copyright	22
Communication	23
Illegal and Dangerous Activities	23
Obscene Materials	23
Privacy	23
Commercial Activities	24
Information About Others	24
Phone Free School Policy	24
Exceptions	25
Family Communication	25
Consequences for Violations	25
Violation of Policy	26
Participation in Extracurricular Activities	26
Suspension & Expulsion as Disciplinary Actions	26
Authority to Impose Discipline	28
Suspension Pending Investigation	29
Suspension Pending Expulsion Hearing	29
Discipline Review Meeting	29
Expulsion Hearings	30
Right to Appeal	30
Involuntary Removal Process	30
Health & Wellness	31
Immunization Records	31
Illness	32
Health & Medical Conditions	32
Health and Medical Conditions	32
Medications at School	32
Returning to School after an Illness or Prolonged Absence	33
Treatment of School Related Injuries	33
Concussion and Head Injuries	33
Diabetes Information	34
Oral Health Assessment (TK-K only)	34
Speech, Hearing & Eye Exams	35

Physical Examinations & Right to Refuse	35
Opioid Information Sheet (for schools that offer athletics)	35
Head Lice	35
Communicable Disease Policy	36
Reporting	36
Exclusion From School for Health Reasons	36
Common Infectious Diseases	37
Prevention Strategies for Communicable Diseases	39
Mental Health Services & Social Emotional Learning	40
Counseling & Support Resources	41
Sexual Health Education	41
Tobacco-Free Schools	42
School Safety	43
Field Work	43
Bicycles & Skateboards on Campus	43
Animals on Campus	44
School Safety Plan	44
Emergency Procedures	44
Parent Notification of School Emergency	44
Sudden Cardiac Arrest	44
Safe Storage of Firearms	44
Human Trafficking Prevention	45
Policy	46
First Day Policy	46
Parent & Family Engagement Policy	46
Student Placement Policy	46
Special Education/Students with Disabilities	47
Section 504	47
Education of Foster & Mobile Youth	48
Definitions	48
Foster & Mobile Youth Liaison	49
School Stability	49
Student Records	50
Discipline Determinations	51
Complaints of Noncompliance	51
Availability of Complete Policy	51
Education of Homeless Children and Youth	51
Housing Questionnaire	53
Acceptance of Course Work	53
English Learners	54
Teacher Qualification Information	54

Use of Student Information Learned from Social Media	54
Nondiscrimination Statement	55
Availability of Prospectus	56
COPPA Form - Parental Consent	56
Use of Student Photos/Videos	57
Student Records, Record Challenges, & Directory Information	57
Formal Grievance/Complaint Procedures	60
Appendix A: 2026-27 Staff	61
Appendix B: Uniform Complaint Procedures Policy	62

Welcome to CCDS

Handbook Use and Purpose

This handbook is designed to help family members and students get acquainted with CCDS and provide all required annual notices. It explains some of our philosophies, beliefs, structures, procedures, and policies. We hope that it will serve as a useful reference to you while your child is enrolled at CCDS. CCDS is a growing and changing organization and it reserves full discretion to add, modify, or delete parts of this Handbook, or the policies and procedures on which they may be based, at any time. Please continue reading and refer back to the details in this handbook as needed.

Overview of our Education Program

At CCDS our primary purpose is to educate our students toward becoming engaged and thriving learners. Our vision, mission and values are how we achieve this purpose:

Vision: Igniting minds, nurturing hearts, and preparing students for the futures they aspire to build.

Mission: We partner with students, families, and the community to spark curiosity and engage in work that matters.

Values:

- **Everyone is a learner**, including teachers, students, staff, and parents.
- **We create access to opportunity and success**, regardless of identity markers like race, gender, income, or religion.
- **We empower student voices**, fostering agency and collaboration.
- **We courageously embrace change and challenges**, showing up as our best selves in honest conversations.
- **We take time to celebrate successes and experience joy.**

Curriculum & Instruction

The first tenet of the mission of Chico Country Day School is to hold each child to clearly articulated, high expectations for academic achievement. We achieve this by developing thoughtful projects that connect with students' interests, engaging in critique and feedback, and presenting beautifully crafted work to an authentic audience of families and community members. We seek to engage with the community as an authentic space for learning and know that learning happens beyond the four walls of a classroom, so look for opportunities to leave campus in order to learn in more depth.

Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do-an essential function of schooling is to foster the creation of deep and meaningful relationships. We know that we are educating students for a quickly changing world, honor their space in this world now, and work to prepare them as the thoughtful leaders of the future.

Learner Profile

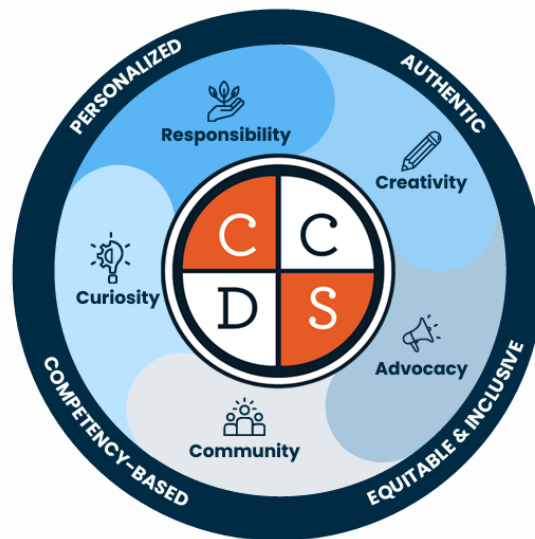
The Learner Profile establishes the whole child outcomes that are integrated into every facet of our school community, including projects, teaching and learning, student reflections, social-emotional learning, and conflict resolution. Our Learner Profile clearly defines the **five goals and competencies** we expect for all learners at CCDS:

1. Curiosity: curious learners question, explore, discover, and persist.
2. Community: community-minded learners cultivate collaboration and belonging.
3. Creativity: creative learners generate new ideas and original works.
4. Responsibility: responsible learners take accountability for their learning and impact on others.
5. Advocacy: compassionate learners communicate their needs and the needs of others.

CCDS Learning Model

Our Learning Model defines what we believe learning should look like in order to achieve the above five competencies:

- Personalized: learning is co-constructed based on each learner's unique strengths, skills, interests, and needs.
- Authentic: meaningful, relevant project-based learning grounded in real-world challenges and applications for authentic audiences.
- Competency-Based: learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills, and dispositions.
- Equitable & Inclusive: learning communities are collaborative and culturally relevant, where every learner feels they belong and can tap into their full academic and social potential, contributing to the collective success of their community.



Homework

At CCDS, students are engaged with meaningful and purposeful work while they are at school. Projects are intended to be completed primarily at school where students are able to receive critique, feedback, and collaborate with classmates. Students are completing in-depth projects that have them stretch their understanding of real-world problems, collaborate in groups, and carry out challenging tasks in order to exhibit beautiful work to an authentic audience. Because of the depth of this inquiry, students will often discover interests they would like to learn more about outside of school. “Homework” can take many forms, and these extension inquiries from class are a great way to encourage your students’ learning.

In addition, it is important for students to read on a daily basis. This can be a read aloud book together, a family book club, or independent reading. Twenty to thirty minutes per night of reading is expected throughout the grade levels. Individual teachers may give additional guidance on this piece. Teachers will communicate with families if they see a need for additional support from home to complete or access the classroom materials.

Student Assessment

What a child accomplishes as a result of study is tremendously important. Most assessments at CCDS will be performance-based: students develop projects, solve problems, write reflections of their findings, and often present them to a panel or during exhibition (usually composed of teachers, community members, and other students). We use a competency based approach, which places a priority on student learning and progression toward desired outcomes.

At CCDS, the measure of accomplishment lies primarily in the student's ability to explain or demonstrate his/her learning from the beginning of the project to the end. Teachers monitor growth and progress through formative assessments throughout the year and adjust and support students as needed.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Feedback

At CCDS, regular feedback for our students is important to ensure that children are aware of the progress they are making regarding their learning and understanding. Students will often present their work for critique and feedback by peers, teachers, and adults in the field of study. This cycle of drafting, critique, and revision supports students in seeing what is exhibition-worthy, beautifully crafted work. Families will also be a part of this feedback cycle as participants in exhibitions throughout the year. We utilize a narrative format for communicating progress in the Altitude Learning Platform; teachers emphasize the process of learning, collaborating, articulating and reflecting on learning experiences.

School Structures that Support Student Learning

Student Study Team & Response to Intervention:

CCDS employs a Student Study Team (SST) referral process and a Response to Intervention (RtI) model in order to assist students that may be struggling. Students may be referred to an SST if a teacher or parent feels the need to develop an intervention plan for specific identified needs related to a student’s behavior, attendance, social-emotional growth or academics. The purpose of the team is to develop and implement an action plan that supports the student while targeting specific needs. The RtI model supports students in the classroom with academic and behavior intervention strategies and programs.

Special Education

We use an inclusive model for our students with special needs. We believe the regular classroom is often the best environment for our special needs children to learn. Services are available for students who qualify and an Individualized Education Program (IEP) is written to support those students in the least restrictive environment. CCDS operates its own special

education department as an independent Local Education Agency (LEA) with the El Dorado County Charter Special Education Local Plan (SELPA).

Family & Community Involvement

Parent Advisory Council

Our Parent Advisory Council (PAC) is a group of volunteers and staff who support school events and celebrate all that is wonderful about student learning here at CCDS. This group has a strong connection to the decision-making at the school, advising the LCAP, fundraising, community-building, and overall family engagement.

The PAC is open to all CCDS community members: parents, guardians, grandparents, teachers, and staff members. All are encouraged to attend our monthly meetings and participate in our community building and fundraising events. More information on PAC can be found on our [website](#).

Back to School Night

Back-to-School Night is an annual event to invite families to attend the school for classroom-specific information on the year ahead, including significant Field Work plans, discipline at CCDS, academics at CCDS, and sign up for volunteer opportunities.

Exhibitions of Learning

As a Project Based Learning school, students participate in two to three exhibitions of their project work per year. One exhibition will take place in the fall and one in the spring. All families should plan to attend, as this is one way students present their beautiful, meaningful work to an authentic audience.

Volunteering at CCDS

Volunteers play an important and valuable role at our school. Students, teachers, staff, parents, and the community all benefit from adults volunteering time and talents. We know that you will benefit from this experience as well!

Please refer to the [volunteer page](#) of our website and our [Volunteer Handbook](#) for guidelines and instructions for clearance to volunteer at CCDS. There are no exceptions to the volunteer requirements for the safety of our students and staff.

Volunteers must note that, in the performance of their duties, they are not to discuss academic or other confidential information regarding students or employees with anyone, including the parents of any students. Any breach of confidentiality will be carefully reviewed and if

substantiated, could result in termination as a volunteer with the Chico Country Day School and may result in legal action.

School Information & Procedures

School Calendar

Please refer to our [website](#) to view and print the 2026-27 school calendar.

School Start & End Times

Start Time:

8:30 am for all students, every day

Regular Dismissal:

TK Dismissal: 1:30pm

Kinder Dismissal: 2:15pm

1st-3rd Dismissal: 2:30pm

4th-8th Dismissal: 2:45pm

Early Release Mondays:

TK-3rd Dismissal: 1:30pm

4th-8th Dismissal: 1:45pm

Minimum Days:

12:30pm for all students

Drop Off & Pick Up

Drop Off

Starting at 7:45am, students may be dropped off at our W 11th Street entrance, our Broadway Street entrance, or the main gate by the main office. All TK-8 students arriving before 8:25am will be on the elementary campus. At 8:25am, middle school students will walk over to the middle school building.

Pick Up

We ask that parents and guardians wait outside the campus perimeter rather than walking onto campus to meet students at classroom doors during afternoon pick up.

Students in TK will be picked up at 1:30pm on 11th Street (near the TK classrooms).

Students in Kindergarten will be picked up at 2:15pm on the front steps (near the main office). Students in grades 1st - 5th will exit from the gate near the front office. The car pick-up zone will still be along W. 11th St. Parents who want to pick up in person can meet their student at the steps in front of the main office. Teachers will escort their classes to the designated curbside pick-up areas.

After hours use of school equipment is prohibited unless under the supervision of an authorized Chico Country Day School employee.

Attendance

Every child between the ages of six and eighteen years of age is subject to full-time education (Education Code section 4820). To that end, every student is expected to attend school for a full day on a daily basis unless there is a valid justification for their absence. The project-based nature of the CCDS program makes daily attendance extremely important. Significant absences, repeated absences or tardiness could lead to academic and disciplinary consequences.

Scheduling Appointments and Vacations

Appointments and other activities should be scheduled during non-school hours whenever possible. Likewise, CCDS requests that families schedule vacations or special programs during holiday breaks as attendance is vital in a collaborative project based environment.

Notification to School of Absences and Excused Absences

In the event of a necessary absence, please notify the school that your child will be absent within 3 days of absence. While this alone will not excuse the absence, the call allows the school the opportunity to track your student's attendance.

All medical absences or tardies require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation or notification is not provided, the absence or tardy may not be considered unexcused (see below).

A student may be excused from school under these circumstances: (Education Code 48205)

- Illness of the student, including an absence for the benefit of the student's mental or behavioral health.
- Quarantine under the direction of a county or city health officer.
- Medical, dental, optometrical, or chiropractic services.
- Attendance at funeral services or time to grieve the death of an immediate family member, or a person who is determined by the student's parent/guardian to be so closely associated with the student as to be considered immediate family, for up to five (5) days per incident.
- Illness or medical appointment during school hours of a child of whom the student is the custodial parent.

- Justifiable personal reasons when the absence is requested in writing by the parent/guardian and approved by the Principal or designee pursuant to governing board policy.
- Spending time with a member of the student's immediate family who is an active-duty member of the uniformed services and has been called to duty, is on leave from deployment, or has immediately returned from deployment. The length of the excused absence shall be determined by the Superintendent or designee.
- Attendance at the student's naturalization ceremony to become a United States citizen.
- Participation in a cultural ceremony or event.
- For middle and high school students, participation in a civic or political event as permitted by law.

If a student will be out of school for three or more days due to illness, the student must provide a note from a doctor or nurse specifying the amount of time excused. If documentation is requested to verify an absence, it is the guardian's responsibility to provide documentation to verify absence. Failure to provide accepted documentation may result in absences remaining unexcused.

On the same day of an absence, the student may not attend school dances, participate in sporting events or attend any other school sponsored activities.

Excessive Absenteeism

As a school, we firmly believe in the importance of students being at school on time, every day. Research shows that chronic absences from school may be connected to lower reading proficiency, lower test scores, higher dropout rates, and lower college persistence. Excessive absences not only impact a student's work, but they can have long-term effects on a student's future academic success.

Students with excessive absences include, but are not limited to:

- Students who have missed 10% or more of the school year to date; or
- Students who have been absent from school for ten consecutive school days or more, and the student's guardians have not contacted the school with an explanation for the absences, or otherwise expressing their intent to have their student attend the school

Students with excessive absenteeism will be required to:

- Meet with the school administrators, and their guardian, to discuss absenteeism, and appropriate next steps for addressing the issues or barriers; and
- Sign a written agreement and obtain guardian signature to the agreement acknowledging and re-affirming their commitment to the terms of the CCDS Attendance Policy

If excessive unexcused absenteeism continues despite school efforts to address attendance concerns, the school may initiate the applicable attendance intervention and enrollment review processes. If the student is determined to no longer be attending or the parent/guardian elects to withdraw the student, the school will follow its enrollment withdrawal procedures. Any involuntary removal from the school will be conducted in accordance with applicable law and the school's adopted policies and procedures, including required notice and due process protections.

The table below outlines how student absences, chronic absence, and truancy is addressed:

Student Absence: • Parent/guardian should call/email office by 10am • If no reason is provided, the student is considered truant • Student absence must be cleared within 3 days.	Chronic Absence: • Students that miss 10% of the days enrolled for any reason are considered Chronically Absent. • For the rest of the school year, any absence must have verification by a medical professional or assessment from our trained office staff to be considered "excused." • Letter and/or conference	Truant: • Student is absent for more than 3 days without a valid excuse. (see valid excuses above) • Student is tardy in excess of 30 minutes for more than 3 days. • Letter(s)/Attendance conference/ School Attendance Review Board
--	--	--

Truancy

A student who is absent from school without a valid excuse will be marked unexcused for the day. These types of absences are also called Truancies. Any student who is absent from school for 3 days or more without a valid excuse, or tardy in excess of 30 minutes or more, is truant.

The table below outlines how the school addresses student truancy:

(3) Truant Days: Letter mailed to parent/guardian	(5) Truant Days: 2nd letter mailed	(8) Truant Days: 3rd letter mailed and a meeting will be scheduled to discuss attendance
--	---------------------------------------	---

Students who are deemed chronically tardy or chronically absent may not be permitted to receive credit for course(s) in which they have been chronically tardy or absent, or may jeopardize their position and privileges associated with attending CCDS. Students and their guardians will have an opportunity to meet with school admission to discuss potential consequences to address chronic tardiness and/or absenteeism.

Tardy Policy

All students are expected to arrive at school on time. Students must be in their correct line at flag salute when the second bell rings on Mondays or in their classrooms Tuesday through Friday to be considered on time. A tardy student must report to the office for a Welcome slip in order to be admitted to class. Younger students may need to be accompanied to the office by a parent. All excused tardies require appropriate documentation. Unexcused tardies have the following consequences:

- 3 Tardy Incidents: email communication from staff
- 5 Tardy Incidents: letter mailed to parents/guardians
- 8 Tardy Incidents: 2nd letter mailed and administrative contact
- 12 Tardy Incidents: 3rd letter mailed; student and parent will participate in the Student Success Team (SST) process for attendance.

Independent Study

CCDS does not offer a “full time” or regular independent study or distance learning program as part of its curriculum. Independent Study is a program designed to help students stay current on class work while they are away from the classroom for a minimum of 1 day but no more than 10 days. Even though a student participates in Independent Study, it cannot replace the value of the work and collaboration that takes place in the classroom. If a student must be absent, please fill out the Short Term Independent Study form (available online and in both offices) AT LEAST FIVE SCHOOL DAYS IN ADVANCE OF A PLANNED ABSENCE, and return to either office. You will be contacted to sign the Independent Study Contract at least one day before your departure.

Please visit our [website](#) to read the board approved Independent Study policy.

Emergency Contact Information

Emergency information is accessed through the Aeries parent portal. Every year, parents are required to log-in to their Aeries account to update to re-enroll their student(s). This includes updating emergency information and any medical updates the school should be aware of. Parents will complete data confirmation through Aeries. If we did not receive your child’s update information, you are required to contact the office to provide it. Please make sure your child’s record is always updated with accurate information in the following areas:

- Home Address
- Home Telephone Number
- Work Phone Number
- Parent Cell Phone Number
- Primary Email Address
- Primary Caregiver
- Names and phone numbers of people the school may contact in case of an emergency

Who Can My Child Go Home With?

Your child will only be released into the custody of those people who you have previously identified on the emergency information card. If anyone else needs to pick up your child, a parent or guardian must send a handwritten note, call, or submit an e-mail to the main office or ASP notifying the school. Proof of identification will be required. The school reserves the right to call the parents to confirm anyone who comes to pick up a child.

Campus Visitors

All visitors and volunteers on campus must sign in and out of the office upon arrival and departure. CCDS is a closed campus, and all exterior doors and gates will be locked with the exception of school offices. If you plan to visit campus please make sure you've coordinated your visit with school staff in advance.

After School Program

The CCDS After School Program (ASP) provides an extension of the excellence in education standards of Chico Country Day School. CCDS ASP offers a safe, supportive, and fun learning environment with opportunities for TK-8th grade students to practice skills in the areas of fine and gross motor, social-emotional, critical thinking, and creative expression. Each day, students can choose from a variety of engaging structured learning activities ranging from calm and quiet to high-energy and social.

Please visit our [website](#) for details on this program, including hours, our enrollment process, and cost.

School Provided Meals

CCDS participates in the Community Eligibility Provision (CEP), which provides every enrolled student a breakfast and lunch at no cost every school day, regardless of household income.

Families do not need to complete a Free & Reduced-Price Meal Application to receive school meals. However, we encourage all families who may qualify based on household income to complete the Universal Benefits Application (UBA). While the UBA is not used to determine

eligibility for school meals, it may help students and families qualify for other valuable benefits, including:

- SUN Bucks (Summer EBT), if eligible
- Additional state and federal funding that supports our school
- Local Control Funding Formula (LCFF) funding to enhance educational programs and student services
- Other educational and community benefits for which your household may qualify

UBA applications are given to parents at Back to School Night and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Food on Campus

Food as a Reward

The use of food as a reward for a student's academic performance, accomplishments, or classroom behavior is discouraged, and should be used only under special circumstances. If choosing to use food as a reward, staff are encouraged to use nutritious and well balanced food items. CCDS will emphasize nonfood incentives as alternatives to rewards for students.

Birthday Celebrations

At CCDS we strive to build classroom communities where all students feel a sense of belonging. Classroom birthday parties, including bringing cupcakes or sweets for your child's class, are not allowed for the following reasons:

- Loss of Instructional time - We do not want to take instructional minutes away from our students for birthday parties. It is important to protect the instructional day so that time is not spent passing out food items, cleaning up, and dealing with hurt feelings.
- Safety - The [Center for Disease Control and Prevention](#) (CDC) reports that [1 in 4 children](#) in the United States had at least one allergic condition. Anyone serving food to children needs to be aware of food and the potential for life-threatening allergic reactions. These reactions range from mild to severe and even fatal. The safety of our students is a top priority for CCDS.
- Inclusion - Sending a food treat to the classroom to celebrate excludes those children who have food allergies, diabetes or other dietary restrictions. It also can exclude

children who come from families facing financial hardships who are unable to afford to send in items for a special celebration.

We also ask that if students intend to hand out party invitations at school they only do so if they plan to give one to every student in the class. If this is not possible, you will need to make other arrangements to invite friends. Parents are encouraged to use our parent directory to access contact information for our CCDS families.

Please know we are not trying to take the fun out of birthdays. Classroom teachers will continue to recognize children on their special day in special ways. Our teachers are committed to recognizing your students' special days. Other ways to celebrate and recognize special days for your student include:

- Being a guest reader or share a special talent or interest with the class
- Give a classroom gift in honor of your student (books, games, recess equipment)
- Donate a class plant to be enjoyed by all

Lost and Found

Any items found at school should be taken to the lost and found area, which is located near the main office. The middle school lost and found is currently located in the common area. Check for lost items in these locations. The lost and found will be cleaned out monthly. All items brought to school by students, including jackets, backpacks, lunch sacks, special water bottles, etc. should be clearly labeled with the student's name. All unclaimed items will be donated at the end of every month.

Student Behavior

In order to ensure a quality learning environment, we feel each student is entitled to a safe and respectful school environment. CCDS has implemented a Positive Behavior Intervention Support (PBIS) Program which provides clear behavior expectations and Restorative Practices which promotes positive behaviors focused on understanding conflict and how to repair harm.

We believe that all our students can behave in a manner appropriate to school and that each student can be held accountable for their behavior. CCDS strives to build a community based on cooperation, trust and respect. The universal behavior norms are to be safe, respectful and responsible.

General rules for behavior and safety are:

1. Use equipment for the intended use.
2. Use appropriate language.
3. Follow staff directions.
4. Rough play is not allowed.

5. Treat others with respect.

Restorative practices provide students a chance to learn about consequences of their actions, develop empathy, and figure out ways to repair relationships that may have been damaged. The process also addresses the needs of those who have been harmed. During a restorative dialogue, students are asked:

1. To reflect on the conflict or problem (What happened? What were you feeling at the time?)
2. To identify their needs and interests (What do you need in order for this class to go well? How do you want things to change?)
3. To make a plan (What needs to happen to make things right? What is our plan for the future?)

Discipline may include any one, a combination and/or all of the following depending on the circumstances, and at the school administration's sole discretion.

1. Verbal and/or written warning given to the student.
2. Loss of privilege. (Referral sent home)
3. Restorative conversations and/or task to address the behavior (i.e. pick-up trash, clean lunch tables)
4. Written commitment by student to improve his/her behavior and/or performance. (Think Sheet)
5. Detention (Referral sent home)
6. Parent /guardian notification (Referral sent home)
7. Conference with Dean, Director or other faculty (Referral sent home)
8. Suspension
9. Expulsion
10. Other forms of discipline that the school may determine appropriate

Any student who is in possession of any knife or other dangerous object of no reasonable use to the student will be recommended for expulsion from the school. (Education Code 48915).

Behavioral Expectation Plan will apply to students (EC 48900) while on school grounds, while going to and from school, during any school-sponsored activity, on field trips, and during any other school related event. Upon a student's third suspension in one year, the student will be referred to the Student Study Team (SST). The SST, made up of the Director of Student Affairs, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.), will meet to devise an intervention plan for the student.

Bullying Prevention

Bullying of any kind, including physical, verbal, emotional, or cyberbullying, will not be tolerated. Students or parents/guardians who believe bullying, harassment, discrimination, or intimidation

has occurred should report it immediately to a teacher or designated administrator or through the Anonymous Reporting Link on the school website. Staff will intervene and respond to incidents promptly, using restorative practices and appropriate disciplinary measures. Chico Country Day School encourages all members of the school community to work together to ensure a safe, respectful, and inclusive environment for every student.

[Visit our Forms, Policies, and Procedures webpage](#) for a complete list of bullying policies and procedures.

Dress Code

Students and their guardians hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items. Schools are responsible for ensuring that students' attire, hairstyle, jewelry, and personal items do not interfere with the health and safety of any students and do not contribute to a hostile or intimidating environment for any student.

CCDS believes:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming.
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity
- Students and staff are responsible for managing their personal distractions
- Students should not face unnecessary barriers to school attendance

To promote a professional and respectful learning environment and readiness for the world of work, students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.)
- Bottom (pants, shorts, skirt, dress, etc.) and
- Footwear (TK-5th grade must have a back on them)
- All students must wear closed-toed shoes daily for required P.E, walking field trips, and some electives.

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups
- Intentionally show private parts (areola/nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen through) material. Shirts or pants must cover the belly button. No strapless shirts allowed (ie tube tops)

- Flip flops
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose)
- Demonstrate gang association/affiliation

Attire worn in observance of a student's religion is not subject to this policy.

Staff will use reasonable efforts to avoid dress coding students in front of other students. Potential consequences for failure to adhere to the dress code may include being required to change into dress code appropriate clothing. Guardians will be contacted and asked to bring a change of clothes. The student will be provided with appropriate clothing until the parent arrives. Following the dress code is one way that students show that they wish to be a part of the CCDS community.

Use of School Materials

CCDS students are responsible for the proper use and care of all school equipment and property, including books and other instructional materials. Students who destroy school property in any manner will be responsible for replacing it. Any willful destruction of school property compromises the safety and security of the school community and violates CCDS school rules. Parents must replace damaged or lost books or other school property.

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.

Non-School Property

Personal property not related to the school's programs are not to be brought to school. Cell phones, toys, cameras, or electronic games, etc. may be confiscated. Please see the Device Use policy for specifics of electronic device use in school. CCDS is not responsible for any lost or stolen items. Parents and students must read and acknowledge the COPPA Consent annually.

Internet Use at School

The internet is a place for the exchange of ideas and information. Accordingly, the internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. CCDS provides students with internet access to further their education and research. However, the access the internet provides to computers

and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. CCDS believes that the value of the educational information available on the internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

Device Use & Student Expectations

CCDS has created and adopted the CCDS Student Device Use Policy and Agreement (“Policy”) to ensure that student access to and use of the internet is consistent with the school’s educational goals. CCDS Policy sets forth student responsibilities and duties when accessing and using the internet through school equipment and resource network maintained. CCDS has deemed certain uses of the internet inappropriate for an educational setting and therefore not appropriate for use with school equipment and networks. CCDS stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the school’s educational goals. Students are reminded that their use of CCDS equipment and networks reflect upon the school, and students should guide their activities accordingly.

Use Limited to an Educational Purpose

The student acknowledges that access to the Internet via CCDS equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the internet is therefore limited to only those activities that further or enhance the delivery of education. The student recognizes that they have a duty to use CCDS equipment and resource networks only in a manner specified in CCDS Policy.

- Educational Purpose: refers to classroom activities, research in academic subjects, research in matters of civic importance or that further citizenship in a democratic society, CCDS approved personal research activities, or other purposes as defined by CCDS.
- Inappropriate Use: refers to use that is inconsistent with an educational purpose or that is in clear violation of CCDS Policy

Plagiarism and Responsible Use of Technology, Including AI Tools

CCDS believes that learning is most meaningful when students do their own thinking, writing, and problem-solving. We encourage the use of technology to support learning but also emphasize the importance of academic honesty, original effort, and responsible digital citizenship. Even though AI is not a person, using it to complete an assignment without telling the teacher is considered plagiarism. Students are expected to show their own understanding and use their own words.

Copyright

Student agrees that they will not use CCDS equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless

specifically authorized by CCDS. Staff will continually teach students how to search for freely available resources and discuss the differences between copyrighted material and those materials that are free to access and share.

Communication

Student agrees that they will use CCDS equipment or resource networks or CCDS email accounts in the following manner:

- Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- Student will not make threats against others.
- Student will not reveal personal information about others.
- Student will not use email to send chain letters or “spam” email to a list of people or to an individual.
- Student will not place illegal information on the internet, nor will student use the internet in any way that violates federal, state, or local law.
- All communications will be polite and respectful of others.
- Student will not give out to any other internet user or post on the internet CCDS’ or her own name, address or telephone number unless expressly authorized by CCDS in writing.
- Student will not obtain or use school/staff member passwords, log-ins, or in any other manner obtain/use access to school computers, networks or systems.

Illegal and Dangerous Activities

Student shall not use the internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to CCDS, other students, or the community.

Obscene Materials

Students shall not use the internet to access obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. CCDS includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally

accepted social standards, the material is obscene for purposes of CCDS Policy and must not be accessed. Student further agrees that they will not access any Internet site which requires the Student to state that they are eighteen years of age or older as a condition of accessing the site.

Privacy

Student acknowledges that computer equipment, internet access networks, and email accounts are owned by CCDS and provided to students for educational purposes. CCDS reserves the right to access stored computer records to assure compliance with CCDS Policy. Student is aware that communication over CCDS owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- Routine system maintenance.
- General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
- Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

Commercial Activities

Students agree that students will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by CCDS in writing.

Information About Others

Student agrees that they will not make any statement or post any communication on the Internet, or on the school network, about another person that they know or suspects to be untrue.

Phone Free School Policy

In accordance with California Education Code Section 48901.7 and the California Phone-Free Schools Act (AB 3216), Chico Country Day School (CCDS) has adopted a policy limiting student use of smartphones and personal electronic devices during the school day. The purpose of this policy is to support student learning, student wellness, meaningful peer interactions, and a focused educational environment.

For purposes of this policy, personal electronic devices include, but are not limited to, cell phones, smartphones, smart watches, tablets, personal gaming devices, earbuds/headphones, and other devices capable of communication, recording, or internet access. Students who bring personal electronic devices to campus must:

- Keep devices powered off and stored in their backpack or designated storage location during the school day.
- Not access, use, or display devices during instructional time, passing periods, lunch, recess, assemblies, or other school-supervised activities unless expressly authorized.

- Not use devices to photograph, record, livestream, message, post, or communicate in ways that disrupt the educational environment or violate another person's privacy.
- Follow all CCDS technology, digital citizenship, and student conduct expectations when using any electronic device.

CCDS recognizes that technology can support learning. Students may use personal electronic devices when a teacher or administrator provides permission for an educational purpose and may impose reasonable limitations on such use.

Exceptions

Students shall not be prohibited from possessing or using a smartphone or personal electronic device under the following circumstances:

- During an emergency or in response to a perceived threat of danger;
- When permission is granted by a teacher or administrator, subject to reasonable limitations;
- When a licensed physician determines that device access is necessary for the student's health or well-being;
- When required by a student's Individualized Education Program (IEP).

Family Communication

If families need to contact a student during the school day, they should contact the CCDS office. School staff will assist with communication between families and students when needed. Students should not use personal devices to communicate with family members during the school day unless authorized by a staff member.

Responsibility for Personal Devices:

CCDS is not responsible for lost, stolen, or damaged personal electronic devices brought to school or school-sponsored activities. Students bring personal devices onto campus at their own risk.

Consequences for Violations

Violations of this policy will result in progressive consequences. Repeated or serious violations may result in additional disciplinary action consistent with the CCDS Student Handbook and applicable school policies.

- **First Offense:** The device will be confiscated and delivered to the school office. The student may retrieve the device at the end of the school day. A parent/guardian will be notified, and the incident will be documented.
- **Second Offense:** The device will be confiscated and delivered to the school office. A parent/guardian will be contacted. The student must turn in the device to the office each morning or leave the device at home for one week.
- **Third Offense:** The device will be confiscated and delivered to the school office. A parent/guardian will be contacted. The student must turn in the device to the office each morning or leave the device at home for the remainder of the semester.

- **Fourth Offense:** The device will be confiscated and returned only to a parent/guardian. A meeting will be held with the student, guardian, and school representative to determine additional support and consequences. The student must turn in the device to the office each morning or leave the device at home for the remainder of the school year.

CCDS reserves the right to modify consequences based on the circumstances of the violation, student needs, safety concerns, and repeated patterns of misuse.

Violation of Policy

The Student acknowledges that violation of CCDS Policy can result in a loss of all Internet access, email, and computer privileges. If a student violates CCDS Policy, or in any other way uses school equipment in a manner that is not consistent with educational use, the Student will be promptly notified that they have violated the Policy. The Student will be given the opportunity to explain why CCDS should deem the activity in question a use consistent with the educational purposes stated in CCDS Policy. If CCDS deems that the use is inconsistent with the educational purposes stated in CCDS Policy, CCDS may terminate the Student's Internet and/or computer privileges. However, because one of the educational purposes in providing technology access is to teach students to use the internet appropriately, CCDS reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that they may receive penalties less than full termination of internet or email or computer privileges. Such penalties may include, but are not limited to, restricted access to technology at school.

Students also acknowledge CCDS will contact the proper legal authorities if CCDS concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

Participation in Extracurricular Activities

To maintain the academic focus necessary for growth, students may be placed on Academic/Behavior Improvement Status if one or more of the following is occurring:

1. Demonstrates "Emerging" (E) or equivalent on 50% or more of competencies in two or more core content areas (e.g., Math, ELA, Science, Social Studies).
2. Has excessive missing or incomplete assessments tied to essential standards.

Students in Academic Improvement Status may be ineligible for certain CCDS extracurricular activities, which may include: Non-academic field trips, Middle school dances, Athletic program (two academic/behavior checks will occur during a sports season).

Suspension & Expulsion as Disciplinary Actions

CCDS will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and

constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below.

A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or special education local plan area ("SELPA") policies require additional or different procedures.

The grounds for mandatory and discretionary suspension and expulsion are as follows:

Mandatory Suspension:

A student shall be suspended with a mandatory recommendation for expulsion where they are found to have:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

Discretionary Suspension:

A student may be suspended for any of the following offenses:

- Possession, use, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
- Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
- Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
- Physical assault including, but not limited to aiding or abetting in the same.
- Damage to school or private property including, but not limited to attempted or caused damage.
- Sexual harassment.
- Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."
- Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
- Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
- Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.
- Violations of CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.

Mandatory Expulsion:

A student shall be expelled when it is determined that the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

Discretionary Expulsion:

A student may be expelled for any of the following offenses:

- Possession, use, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
- Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
- Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
- Physical assault including, but not limited to aiding or abetting in the same.
- Damage to school or private property including, but not limited to attempted or caused damage.
- Sexual harassment.
- Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of “cyber-bullying.”
- Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
- Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
- Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.
- Violations of CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using the IT system.

Authority to Impose Discipline

The Director of Student Affairs (or his/her designee) may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement of authorities.

The Director of Student Affairs (or his/her designee) may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The Director of Student Affairs (or his/her designee) has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) Companion to setting an expulsion hearing. The Director of Student Affairs (or their designees) have the discretion to determine which form of suspension may be imposed.

If a student matter proceeds to an expulsion hearing, the Director of Student Affairs (or his/her designee) shall have the authority to hear the matter and to determine whether or not to impose an expulsion. The decision of whether or not to expel a student remains at the sole discretion of the Director of Student Affairs (or his/her designee).

Suspension Pending Investigation

The Director of Student Affairs (or his/her designee) has the discretion to and may impose a suspension directly if s/he determines it is appropriate. If the Director of Student Affairs (or his/her designee) determines that a student is to be suspended, the Director of Student Affairs (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward or some other form of restorative process as the School may determine in its sole discretion.

Suspension Pending Expulsion Hearing

If the Director of Student Affairs (or his/her designee) determines at the outset that an expulsion hearing is warranted, the Director of Student Affairs (or his/her designee) may impose a suspension pending an expulsion hearing. The Director of Student Affairs (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing and provide information regarding CCDS expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

Discipline Review Meeting

If a student is placed on a suspension of any form, the school may call for a Discipline Review Meeting with the parents and/or guardians. During the course of the Discipline Review Meeting, the Director of Student Affairs (or his/her designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and, (3) next steps. If the Director of Student Affairs (or his/her designee) determines that the school will move forward to an expulsion hearing, and the school has not yet given formal notice of an

expulsion hearing, the Director of Student Affairs (or his/her designee) will provide the parents and/or guardians with a Suspension Pending Expulsion Hearing Notice.

Expulsion Hearings

If the Director of Student Affairs (or his/her designee) determines that consideration of expulsion is warranted, the Director of Student Affairs will hold an expulsion hearing where the Director of Student Affairs shall serve as the hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The Director of Student Affairs will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and CCDS. If a Director of Student Affairs determines that a student is to be expelled, the Director of Student Affairs shall inform the student's parents and/or guardians of his/her determination in writing including the reasons for expulsion ("Expulsion Determination Letter"). The Director of Student Affairs written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the Director of Student Affairs determination.

Right to Appeal

The parents and/or guardians shall have ten (10) days from the Director of Student Affairs Expulsion Determination Letter to submit a written request of appeal to the Director of Education of Chico Country Day School ("Written Appeal Request"). In response to the Written Appeal Request, the Director of Education of CCDS shall convene a committee consisting of one member of the CCDS Board of Directors, Special Education Director and the CBO of CCDS or his/her designee. The committee members appointed will be knowledgeable about CCDS basis for expulsion and the procedures regarding expulsion. The committee shall have the right to rescind or modify the expulsion. The committee shall convene a hearing on the appeal within fifteen (15) days of receipt of a timely written request for an appeal. At the hearing on the appeal, the student shall have the right to counsel and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and CCDS. That decision shall be final.

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.

In the case of removal for truancy, 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 reoccur.

Health & Wellness

CCDS strictly follows and abides by the health standards set forth by the state of California. Listed below are requirements for students to matriculate into CCDS. All students must submit:

- Proof of birth (copy of birth certificate, passport, state-issued ID)
- Report of Health Examination for School Entry
- Registration Health Record
- Emergency Information Card
- Oral Health Assessment Form

Immunization Records

California schools are required to check immunization records for all new student admissions at transitional kindergarten (TK)/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of

immunization. If you do not have an Immunization Record or your child has not received all required shots, call your doctor or local health department right away to make an appointment.

Immunization Requirements for Students Admitted at TK/K through 8th Grade Need Records of:

- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td): 5 doses (4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after 7th birthday.) For 7th–12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
- Hepatitis B: 3 doses (Required at admission to any grade except 7th grade)
- Hepatitis B: 3 doses (Required at admission to any grade except 7th grade)
- Varicella (Chickenpox): 2 doses

Students Advancing to 7th Grade Need Records of:

- Tetanus, Diphtheria, Pertussis (Tdap): 1 dose (Whooping cough booster usually given at 11 years and up).

Refer to the [Californian Department of Public Health Immunization Branch](#) for more information on required immunizations, and the [Vaccines for Children \(VFC\) Program](#) for options on obtaining vaccines.

Illness

If your child becomes ill, please call and inform the office. For your own child's protection and the protection of others, please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school.

Health & Medical Conditions

The school office and administrators must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. Students with diabetes, severe asthma, or severe allergies should have an accommodation plan at the school.

Health and Medical Conditions

The school office and administrators must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. Students with diabetes, severe asthma, or severe allergies should have an accommodation plan at the school.

Medications at School

Students may not carry or use medication, including over the counter medication, at school without written consent. A student who needs to take medication during school hours must have an authorization on file at the school, signed by the prescribing physician and parent or guardian. If a child is taking medication, it is in his/her best interest to arrange a schedule so that the parent or guardian can administer the medication at home.

Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a healthcare provider to attend school, including any recommendations regarding physical activity and exertion. An excuse from physical education may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student's health provider.

Treatment of School Related Injuries

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) with basic first aid. Parents will be notified of minor injuries at the discretion of the school. When confronted with a more serious illness or injury, school staff will contact parents, and if necessary, will call 911.

Concussion and Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.

Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Diabetes Information

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 [The California Department of Education Health Services and School Nursing website](#). Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet. The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at [The California Department of Education Health Services and School Nursing website](#). Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Oral Health Assessment (TK-K only)

Students enrolled in TK or 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 recommended to receive an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Speech, Hearing & Eye Exams

Vision and hearing screenings for students will be happening throughout the school year. Students in TK and Kindergarten, grades 1, 2, 5, and 8, and all students enrolled in special education (as required for their Individualized Education Plan) will be screened. Additionally, vision screening may be provided to any student who exhibits signs and symptoms of eye or vision problems. If you do not wish your student to be screened, please send an email to the school nurse (nwren@chicocountryday.org) by 10/15/2026.

Physical Examinations & Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students 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 students 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 Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian 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.

Opioid Information Sheet (for schools that offer athletics)

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at the [CDC Overdose Prevention website](#).

Head Lice

The Governing Board recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences. School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible.

Procedure for Control of Head Lice in Schools:

It is necessary that efforts be made to effectively control head lice as soon as it becomes evident that a student may be infested. In order to keep a simple case of head lice (pediculosis) from turning into a widespread problem, there is a need for individuals to work together to eradicate the problem. School personnel and medical personnel must work cooperatively with students and parents to initiate the steps necessary to treat and eliminate head lice. Classroom teachers should report all suspected infestations to the health office. Control depends on prompt detection, proper administration, effective treatment and spread prevention. The following procedures are to be followed when a student has been found to have live head lice and/or nits:

1. Parents are to be immediately contacted and the student may be sent home in order to receive proper and prompt treatment. Information shall be made available to the parents, including options for treatment with methods such as an anti-lice shampoo and other options for the student infested and the procedures to be followed to eliminate head lice in the home. If the child is unable to go home, the school will make reasonable efforts to minimize contact with other students for the remainder of the school day.
2. At the principal or principal designee discretion an “awareness” email will be sent home to all of the classmates or grade level of the identified student at the elementary school. This email will inform parents that a case of head lice was detected in their child’s class and will provide general information about head lice and suggestions as to what parents can do to screen their own children for head lice. Such an email will NOT provide the identity of the student found to have head lice. Such an email will not be sent again if it had been sent within the previous 10 days.
3. In situations where the student has repeated cases of head lice, school personnel will contact the family to assist them in identifying means of effectively dealing with the issue and, where appropriate, make referrals to appropriate agencies.
4. CHRONIC CASES: If a child is found repeatedly infested with head lice for six consecutive weeks or in three separate months of the school year, the child should be deemed to have a “chronic” head lice case. Chronic cases should be reviewed by a multidisciplinary team to determine the best approach to identify and resolve family challenges that impact the child’s chronic louse infestation and school attendance.

Please review the complete [Head Lice Policy](#) on our website.

Communicable Disease Policy

The purpose of the policy is to outline provisions that maximize protection against communicable diseases in the school setting.

Reporting

Reportable diseases, as defined by the state health department and designated on the communicable disease chart in the school clinic, will be reported to the local health department. These diseases include chickenpox, measles, pertussis, meningitis, hepatitis A, shigella, salmonella, mumps, T.B., E. coli, COVID-19, and hepatitis B.

Exclusion From School for Health Reasons

The guidelines below have been developed for the exclusion of students who have communicable or contagious diseases. These regulations are in compliance with the requirements of the local health department.

A student with any of the following symptoms will be excluded from school until such time as the student is free of symptoms, has been satisfactorily treated, or submits a signed physician's statement that the student is no longer contagious:

1. A temperature of 100.4 degrees or more. Student must be fever free for 24 hours, without medication, before re-entry.
2. A deep, barking, unusually persistent cough/fits of coughing, or productive cough of colored mucus.
3. An undetermined rash, blisters, or scaly patches over any part of the body.
4. Nausea, vomiting, or diarrhea. A student must be symptom free for 24 hours without medication before re-entry.
5. Red, draining eyes.
6. Sore throat with fever.
7. Intense itching with signs and symptoms of secondary infection.
8. Open, draining lesions.
9. Jaundice-a yellowish tint to eyes or skin for unknown reasons.
10. An unusual behavior change such as irritability, lethargy, or listlessness.

The school will segregate the ill child from well children at the school until the ill child can go home to limit the spread of disease. Parents of children possibly exposed to infectious diseases, as well as staff, may be informed. The school will adhere to the exclusion and readmission recommendations. The staff will watch for signs and symptoms of communicable diseases in classrooms where one is identified.

Communicable Disease Transmission Routes:

- Airborne

- Respiratory droplets from an infected person spread by sneezing, coughing and speaking.
- Direct skin contact with wounds or discharges from an infected person.
- Fecal-oral route when effective hand washing is not done after toileting and there is contamination of hands, food, drink, or of objects put in mouth.
- Indirect contact when microorganisms linger on objects such as door knobs, faucet handles, desk tops, phones, handrails, and computer keypads.

Common Infectious Diseases

Flu: Flu season is typically from October through March. Preparation is the key. Management is a team effort between staff, parents, students, and health care professionals.

Noroviruses:

- Most common cause of epidemic gastroenteritis and is extremely contagious.
- Characterized by an acute onset of non-bloody diarrhea, nausea, vomiting, and abdominal cramps. There may also be a low grade fever and body aches.
- Transmission: Person to person might occur through the fecal-oral route, by ingestion of aerosolized vomitus or by indirect exposure via environmental surfaces. All food service workers will wear gloves when serving food.

MRSA (Methicillin-resistant staphylococcus aureus): Staph is a bacterium commonly found on skin or in the nose of healthy people. MRSA is a type of staph bacteria that is resistant to certain antibiotics that may cause skin and other infections. Community associated MRSA cases are usually manifested as skin infections such as pimples, boils, and abscesses. People might describe an initial lesion as a “spider bite.”

The involved area is swollen, red, and painful and pus may be present. MRSA is usually spread through direct skin-to-skin contact between an infected person and another individual, often on contaminated hands or by contact with surfaces that have come into contact with someone else’s infection. Factors related to transmitting staph from one person to another include:

- Poor hygiene, especially the lack of hand washing.
- Close physical contact and crowded conditions.
- Sharing personal products (towels, razors).
- Puncturing boils with fingernails or tweezers
- Activities that result in burns, cuts, or abrasions or require sharing equipment.

Exclusion of students with MRSA infections from school and extracurricular activities are:

- Implemented if directed by an M.D.
- Reserved for those with wound drainage (pus) that cannot be covered and contained with a clean, dry bandage and for those who cannot maintain good personal hygiene.

Advice for teachers:

- If a student is observed with an open, draining wound, they are to be referred to the school nurse.
- Enforce hand washing with soap and water before /after eating, after using the restroom, and playing outside.

Meningitis: Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, or bacteria. Most people with viral meningitis fully recover. Parasitic and fungal meningitis are rare. Bacterial meningitis is very serious. Symptoms can progress rapidly in a matter of hours and include:

- Severe headache, high fever
- Vomiting
- Sensitivity to bright lights
- Neck stiffness, joint pains
- Drowsiness or confusion
- Possible tiny red-purple spots or bruises caused by bleeding under the skin.

In some cases of bacterial meningitis, the illness can be fatal or may result in permanent disability such as deafness, blindness, amputations, or brain damage. Meningitis is transmitted when people exchange saliva (such as kissing, sharing drinks or utensils). The highest risk group for the most serious form, meningococcal meningitis, is children 2-18 years.

Pertussis: Also known as whooping cough, pertussis is a highly contagious bacterial infection. The bacterium is sprayed into the air when an infected person sneezes, coughs, or talks. The duration of classis pertussis is 6-10 weeks in children. Symptoms include:

- Runny nose
- Sneezing that progresses to cough, followed 1-2 weeks later by spasms of coughing characterized by a series of short convulsive-like coughs, followed by a high pitched gasp of air called a whoop, and might be followed by vomiting.
- Fever can be minimal or absent.
- Symptoms wane gradually over weeks to months.

Lice:

- Scientific evidence supports that exclusion from school for nits alone is not indicated.
- When it is determined live lice are present:
 - a) The parent will be contacted for treatment to begin.
 - b) The day following treatment, the child should be re-examined by office staff/health aid and admitted to class. If the child is still infested, then the parent will be re-contacted.
- The school nurse and staff will remind parents to check their child's hair periodically, especially after overnight visits with other children. Parents should educate their child to avoid the spread of lice by head-to-head contact, sharing of hats, combs, brushes, pillows, etc.
- Please review the complete [Head Lice Policy](#) on our website.

Prevention Strategies for Communicable Diseases

Prevention strategies in the school environment include:

- Cleaning and disinfecting surfaces to reduce the risk of spreading infection.
- If surfaces or objects are soiled with body fluids or blood, gloves and other standard precautions are to be used to avoid coming in contact with
- fluid. The spill will be removed, then the surface is to be cleaned and disinfected.
- Custodians are called for episodes of vomiting, large amounts of blood,
- feces, or urine that contaminate the floor, carpet, or restroom to be
- cleaned by an approved disinfectant.
- Material soiled with vomit, blood, feces or other body fluid will be double bagged to throw away. Extra attention to periodic vigilant
- cleaning will be utilized in common areas such as desks, tables, drinking fountains and in high touch areas, such as computer keyboards, doorknobs and handles, and telephones.
- Kleenex and protective equipment such as gloves will be kept available.
- Staff will be reminded about infection control and blood borne infection control procedures annually.

Universal Precautions are a set of guidelines that assume all blood and certain other bodily fluids are potentially infectious. Universal precautions are to be followed when providing care to any individual whether or not the person is known to be infectious. These include:

- Hand washing: Hand washing is one of the best tools for controlling the spread of infections. Hands are to be washed thoroughly with running water and soap for at least 15-20 seconds with scrubbing between fingers, under fingernails and around the tops and palms of hands. Hand washing should be done before and after eating, after using the restroom, after playing outside or sports, and after field trips to farms or places with animals. A shower is recommended for those students involved in contact sports as soon as possible
- Personal protective equipment.
 - a) Gloves are to be used when in contact with blood or body fluids.
 - b) Protective eyewear or masks should be worn in situations where it is possible body fluids could come in contact with eyes or mouth.
- Cleaning:
 - a) Blood or body spills are to be wiped up as soon as possible.
 - b) Spills are to be double bagged and disposed of in trash.
 - c) The area is to be cleaned with an approved disinfectant or bleach solution.
 - d) All soiled clothing should be double bagged and sent home with the person.
- Immunizations:
 - a) The state health regulations require students attending school to be up to date on all immunizations.
 - b) A valid permanent medical exemption is required for exemption.

- c) The school will keep documentation of the immunization status of all students on file.
- d) If a reportable communicable disease is known, parents of students without that vaccine will be notified to check with their doctor regarding exclusion from school for a designated time.

Mental Health Services & Social Emotional Learning

CCDS is committed to developing the whole student, and now more than ever this commitment is needed. We work hard to build safe and supportive community classrooms that engage in social-emotional development daily. We hold morning meetings, utilize a responsive classroom, and focus on our Social Emotional Learning (SEL) aligned core values.

Our CCDS Student Support Services team will be working to ensure that our students and staff have the support needed to achieve healthy mental wellness. We are available to work with families to design appropriate responses to the needs of each child.

Counseling & Support Resources

Chico Country Day School believes in supporting the whole student and in compliance with Education Code 49428 and AB-2022 is providing notification of services in our community. At CCDS, any pupil or parent/guardian of a pupil may refer a student for potential school based mental health counseling services by contacting the Director of Student Support Services at (530) 895-2650. The school can also provide information about other options to access mental health services within the community. To access mental health services within the community, please contact the Butte County Department of Behavioral Health (530) 508-9133, or one of the mental health resources listed below:

- Butte County Department of Behavioral Health: 530-508-9133
- [24/7 National Suicide Prevention Lifeline](#): call or text 988 or [visit the 988 Suicide & Crisis Lifeline Website](#)
- 24/7 Butte County Behavioral Health Crisis Lines: 1-800-334-6622 or 530-891-2810
- [24/7 Homeless Emergency Action Response Team \(HEART\)](#): 1-877-4-RUN-AWAY or 1-877-478-6292
- [24/7 Disaster Distress Helpline](#): 1-800-985-5990 or TEXT TalkWithUs to 66746

Sexual Health Education

The Charter 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 Charter 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 in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter 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:
 - a) The date of the instruction
 - b) 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 students' 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 7-12.

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 Charter 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 Charter 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.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

School Safety

Field Work

At CCDS, we believe that teaching and learning extends beyond the four walls of the school. Field work is any planned journey for one or more students away from CCDS and is approved by the Executive Director. A Permission Form must be sought and obtained before any student leaves the school grounds on a trip. Parental permission shall include written consent from parents/guardians authorizing the supervisors to arrange for necessary medical treatment. Permission received by telephone is not permitted. If a student does not have a Permission Form signed by a parent/guardian, they will remain in a supervised area/classroom at CCDS until the class returns from the trip.

The teacher/sponsor(s) shall provide parents and guardians with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, arrangements for supervision, cost to the student, safety precautions, and a detailed itinerary when the study trip will extend beyond the school day.

Student safety shall be a primary consideration. School staff are responsible for being familiar with and conducting a safety assessment of the proposed site of the study trip and each trip will be properly monitored and supervised. Prior to participating in the study trip, teachers will review with students the conduct standards and emergency procedures that provide for their safety. Student behavior while on all study trips must comply with the code of conduct set forth by the teacher and all other rules, policies, and procedures of the school.

Parents will be informed of rules and regulations and any consequences of infraction to the rules. The signed permission form will contain a statement of understanding and acceptance of rules by a parent and the student. Students are expected to travel to and from the study trip with the assigned staff and chaperones responsible for the trip. Students will not be permitted to leave the study trip group during the trip. CCDS assumes no liability for students who are, for any reason, transported by parents or in private cars other than those responsible for the trip.

Bicycles & Skateboards on Campus

In order to maintain a safe environment, students may not ride skateboards onto or on campus. All skateboards must be checked in and stored in the office and picked up after school. Skateboards on campus must be carried onto campus as students may not ride onto campus. If a student rides a skateboard onto campus, the skateboard may be confiscated by the school administration, and students may be subject to disciplinary action.

Students commuting on bicycles should take precautions to park their bicycle in the appropriate designated places. Students are responsible for wearing appropriate gear, including helmets, and securing their bicycles with their own locks.

Animals on Campus

In the interest of student and animal safety, live animals (dogs, birds, reptiles, etc.) are not permitted on the school campus without prior approval from the teacher and/or administrator designee. Animals can sometimes carry germs and allergens that impact our staff and students.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office and can be found on our [Forms, Policy and Procedures webpage](#).

Emergency Procedures

CCDS staff members receive training in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness planning takes place at various times during the school year. Staff members and students must respond to alarms and the emergency management system, Catapult EMS, according to the emergency procedures and protocols. Failure to follow emergency procedures or the willful attempt to compromise emergency preparedness at CCDS are grounds for severe consequences including possible suspension and expulsion. If you would like a copy of our Comprehensive Safety Plan, please contact the office or visit our school website.

Parent Notification of School Emergency

In the event of a school-wide emergency, the school will send out a message through our Parent Square messaging system. It should be noted that phones may not be answered at the school in the event of an emergency.

Sudden Cardiac Arrest

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Individuals participating in Charter School athletics must review the [Centers for Disease Control and Prevention \(CDC\) Sudden Cardiac Arrest Information Sheet](#).

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child’s parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - a) The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child’s parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the 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, the 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 at 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 on Charter School's website for your review.

Policy

First Day Policy

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time want to value the needs of your child. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment. At the same time, we need you to recognize that sometimes the best thing for your child is for you to leave the school and allow the classroom teacher and other students in the inclusion process.

Preparing students for success can mean role-playing drop off, building independence with routine tasks like opening snacks and putting on shoes, and reassuring students that you will be

picking them up at the end of the day. Please do not encourage students to call midday if they are homesick; this creates confusion and a sense that they can't make it through the school day. We will be sure to contact you if your student is struggling beyond what may be expected during this time of transition. Our staff are all very supportive of each developmental stage of students here on campus and we will support their success.

Parent & Family Engagement Policy

CCDS aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete policy is available upon request in the main office.

Student Placement Policy

To best meet the needs of all students at CCDS, the CCDS Board of Directors, with Staff and Administrative support, has developed this Student Placement Policy that reflects our core values of respect, responsibility and compassion. This policy provides for a fair, equitable system of class placement that balances the social, emotional and academic needs of our students. This process acknowledges the teaching professional as a key source for making informed decisions regarding the placement of students. It is also recognized that parents are partners with the school in decisions regarding their students, and parents input is considered, but not guaranteed.

Criteria: In making decisions regarding the placement of students in grades where there is more than once class, the following criteria will be considered:

- Social relationships
- Academic standing
- Age
- Collaboration strengths
- Teaching team recommendations- former and current teachers
- Previous year's placement

Process:

- Current and future teachers will meet to discuss the placement criteria so that the distribution of students balances classes by number, academic performance, and social relationships. This is a thoughtful process that takes many pieces into consideration.
- Current year teachers will present their class list to school administrators

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 Charter 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 [El Dorado County Charter SELPA]. These services are available for special education students enrolled at the Charter School.

We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter 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 Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter 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 Charter 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 Amie Parent, Director of Student Support Services.

Section 504

The Charter 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 Charter 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 Charter 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 Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Education of Foster & Mobile Youth

Definitions

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

Foster Youth:

1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile court).

2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

Former Juvenile Court School Student: A student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

Child of a Military Family: A student who resides in the household of an active duty military member.

Current Migratory Child: 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, so 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. This 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.

Student Participating in a Newcomer Program: A student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student 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/guardian."

¹The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

Foster & Mobile Youth Liaison

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

Christina Hudson
School Social Worker
102 West 11th Street
530-895-2650

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/guardian 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 in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re enrollment 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:

- 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.

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 two (2) business days. The Charter School shall compile the complete educational record of the student, 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 student'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 in 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 parent/guardian 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 in the Welcome Center and on our website.

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 Charter School Liaison.

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

Christina Hudson
School Social Worker
102 West 11th Street
530-895-2650

The Charter 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, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter 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 Charter 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 Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter 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 Charter 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.

A list of the contact information for the Homeless Education Liaisons in the state can be found at the [California Department of Education \(CDE\) Homeless Education webpage](#).

Housing Questionnaire

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The

questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

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 Charter School, a copy of the Charter 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.

English Learners

The Charter School 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 Charter 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 Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or

paraprofessionals, including at a minimum:

1. Whether the student's teacher:
 - a. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at (530) 895-2650 to obtain this information.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

Nondiscrimination Statement

The Charter School 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. The Charter School 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. The 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 the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an 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 Charter 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 Charter 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 Charter 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 Charter 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 Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Claudia Trout
Director of Student Affairs
102 West 11th Street
530-895-2650

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

Availability of Prospectus

Upon request, the Charter 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 Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

COPPA Form - Parental Consent

In order for Chico Country Day School to continue to be able to provide your student with the most effective web-based tools and applications for learning, we need to abide by federal regulations that require parental consent.

Chico Country Day School utilizes several computer software applications and web-based services, operated not by CCDS, but by third parties. These include Google Workspace for Education, Lexia and similar educational programs. In order for our students to use these programs and services, certain personal identifying information, generally the student's name and email address must be provided to the web site operator. Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13.

The law permits schools such as Chico Country Day School to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the website operator.

This form will constitute consent for Chico Country Day School to provide personal identifying information for your child consisting of first name, last name, email address and username to web-operators such as Google Apps for Education and any additional web-based educational programs and services which CCDS may add during the upcoming academic year.

Please be advised that without receipt of this signed form, Chico Country Day School will be unable to provide your student with the resources, teaching and curriculum offered by our technology programs (consent form available via the Aeries Parent Portal).

Use of Student Photos/Videos

From time to time, a photo or video of your child might be considered for publication/display in a Chico Country Day School newsletter, public advertisement, social media and/or school web page. Please note: No full names will ever be used in conjunction with any photo. Your acknowledgment/consent to photo/video use is required (via the Aeries Parent Portal or the Acknowledgment/Consent Page).

Parents are reminded that posting personal photos, videos and information about students other than their own children on the internet is a violation of privacy rights. CCDS does not authorize the posting of individual or small group photos/videos of CCDS students by parents (other than one's own children) engaged in school sponsored events or activities on any social network site such as Facebook or Instagram.

Student Records, Record Challenges, & 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 Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter 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 Charter School to amend a record should write the Charter School’s Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter 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 Charter School decides to amend the record as requested by the parent or eligible student, the Executive 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 Charter 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 Charter 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 Charter 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 Charter 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 Charter 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 a 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 Charter 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 Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter 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. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last

known address, unless the disclosure is initiated by the parent or eligible student.

Additionally, the 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 a 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 non related 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 the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the 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 the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the 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 Charter 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. CCDS has designated the following information as directory information:

- Parents'/guardians' names
- Address

- Electronic mail address
- Phone number

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

Wendy Fairon
102 West 11th Street
530-895-2650

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

Formal Grievance/Complaint Procedures

In the event of a dispute involving a family or student, and after a good faith effort with the person or people involved to thoroughly resolve the dispute, parents and/or students may submit their complaint following the Uniform Complaint Procedures Policy (Appendix B). If you need a hard copy, one will be provided.

Appendix A: 2026-27 Staff

Executive Director: Wendy Fairon
Director of Student Affairs: Claudia Trout
Director of Student Support Services: Amie Parent
Dean of Students, Middle School: Kelly Clarke
Chief Business Officer: Renée Houbart
Office Manager/Health: Valerie Long
Parent/Community Liaison: Irene Henkens
Human Resources: Katie Stalter
Middle School Front Office: Jaime Beauchane
Accounts Payable: Stacey Owen
Accounts Receivable: CCDS Business Office (email: AR@chicocountryday.org)
Enrollment: Katie Bennett
Transitional Kindergarten - Nicole Nye, Christine Stedman, Karin Daverson
Kindergarten Teachers: Annie Finney, Serena Hawkley, Grace Flynn
First Grade Teachers: Susan Efseaff, Kristin Harris, Heather Burke-Bettencourt
Second Grade Teachers: Michelle Manrubia, Corina Boone, Max Montgomery
Third Grade Teachers: Erin Lizardo, Alex Rainey, Annalyse Silva
Fourth Grade Teachers: Lisa Janke, Sarah Sawyer
Fifth Grade Teachers: Nicole Hardoy, Mikayla Anderson
Sixth Grade Teachers: Sarah Peterson-Young, Sarah Burgoon
Seventh/Eighth Grade Teachers: Marijeanne Birchard, Sydney Brusato, Kyle Norton, Brian Teal
Accelerated Math: Daniel Hendriks
STEM Teacher: Katie Machek
Middle School Physical Education Teacher: Michael Armenta
Education Specialists: Mary Avila, Tyson Anderson
Independent Study: Stacey Owen
School Social Worker: Christina Hudson
School Psychologist: Gabrielle Chaplin
School Nurse: Natalie Wren, Marieka Stam
Speech Therapist: Deonna Collier
Occupational Therapist: Briana Patterson
Adaptive Physical Education Teacher: Carly DeMartini
Art Teacher: Sam Roy
Music Department Director: Ruth Greenfield
After School Program: Claire Fong
Academic Coaches: Julee Williams, Kristie Spagnolo, Jenny Hansen, Tasha Troub
Nutrition Services Manager: William Fox
School Facility Manager: Stuart Langford
Custodians: Paul Crosbie, Michael Crosbie, James Benard, Jeff Hall
Athletic Director: Jordan Williams

Appendix B: Uniform Complaint Procedures Policy

This Uniform Complaint Procedures Policy (“UCP”) contains rules and instructions about the filing, investigation, and resolution of UCP complaints regarding any alleged violation by Chico Country Day School (“CCDS”) of applicable federal and state laws and regulations. CCDS shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations.

CCDS developed this UCP pursuant to Title 5, California Code of Regulations, §§ 4600-4687 and consistent with policies and procedures adopted by our governing board. This UCP shall apply only to those complaints that fall within the scope of the UCP and are applicable to charter schools. It does not apply to complaints arising from the employment relationship, which are separately addressed by CCDS’s employment policies. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs that they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) 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, sexual orientation, or any combination of those characteristics, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics in any CCDS program or activity.¹ Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244.
2. Complaints Regarding Programs and Activities:
Complaints alleging a violation of state or federal law or regulations governing the following programs and activities, to the extent offered by CCDS, are subject to the UCP and will be investigated by CCDS:
 - Accommodations for Pregnant, Parenting or Lactating Students
 - Child Care and Development Programs
 - Career Technical and Technical Education and Training Programs
 - Adult Education Programs
 - Regional Occupational Centers and Programs

- Consolidated Categorical Aid Programs
- Every Student Succeeds Act Education or graduation 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

3. Complaints Regarding Pupil Fees:

Complaints CCDS has violated Education Code §§ 49010 through 49013 concerning pupil fees are subject to this UCP and will be investigated by CCDS. CCDS does not require students to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code §49011.

- “Education activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary or secondary education, including, but not limited to, curricular and extracurricular activities
- “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers. Pupil fees include:
 - A fee charged to a student 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 student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
- Complaints regarding pupil fees, local control and accountability plans (“LCAP”), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.
- If CCDS finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, CCDS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by CCDS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or CCDS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints Regarding LCAP:
Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or CCDS' LCAP under Education Code 47606.5 and 47607.3, as applicable, are subject to this UCP. The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF CCDS is required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they 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 no longer fall under the UCP. Instead, they 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. UCP

Annual Notification

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on CCDS's website.

CCDS shall annually provide written notification of CCDS's UCP to employees, students, parents/guardians, advisory committees, school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if 15% or more of the students enrolled in CCDS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in that primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special

education programs.

2. A statement clearly identifying any California State preschool programs that CCDS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that CCDS is operating pursuant to Title 22 licensing requirements.
3. A statement that CCDS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that 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.
7. A statement that the complainant has a right to appeal CCDS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of CCDS's Decision, except if CCDS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals CCDS'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.
9. A statement that if CCDS finds merit in a UCP complaint, or the CDE finds merit in an appeal, CCDS 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.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of CCDS's UCP shall be available free of charge.

Confidentiality & Non-Retaliation

CCDS acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent practicable and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. CCDS cannot assure anonymity or confidentiality of the complainant's identity. CCDS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the CEO or designee on a case-by-case basis. CCDS shall take reasonable steps to protect complainants from retaliation.

CCDS prohibits retaliation in any form for filing of a complaint or an appeal, reporting instances of noncompliance, discrimination, harassment, intimidation, and/or bullying, or for participation in the complaint-filing or investigation process. Complainants are protected from retaliation. These confidentiality and non-retaliation requirements extend to all parties involved.

Compliance Officer

The Board of Directors hereby designates compliance officer(s) to receive, investigate and respond to complaints and to ensure CCSD's compliance with the law.

Claudia Trout
Director Of Student Affairs
102 W 11th St.
Chico, CA 95928
(530) 895-2650
ctrout@chicocountryday.org

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the Chair of the CCDS Board of Directors.

The Compliance Officer shall determine whether interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, the Compliance Officer shall consult with the Director of Education or designee, as appropriate, prior to implementing any such measures. The interim measures shall remain in place until the Compliance Officer determines that they are no longer necessary or until CCDS issues its final written decision, whichever occurs first.

Formal Complaint Procedures

CCDS shall investigate and seek to resolve, in accordance with this UCP, complaints alleging failure to comply with applicable state or federal laws or enumerated in the section “Scope,” above.

All parties involved in allegations shall be notified by the Compliance Officer when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing a Complaint

Any individual, including a person’s duly authorized representative or an interested third party, public agency, or organization, may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this Policy. .

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person 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 unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. A complaint form is included with these policies, but complaints do not need to be filed with this form.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, CCDS staff shall assist the complainant in the filing of the complaint.

Complaints shall be filed with the Compliance Officer at the address provided herein. The Compliance Officer will maintain a log of complaints and subsequent related actions for at least three (3) calendar years . The Compliance Officer will evaluate the complaint to determine whether it is subject to this UCP and will notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP, or as soon as practicable thereafter.

- **Timing of Complaints** - An investigation of alleged discrimination, harassment, intimidation, or bullying shall be initiated by filing a complaint no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying unless the time for filing is extended by the CEO or designee, upon

written request by the complainant setting forth the reasons for the extension. Such extension by the CEO or designee shall be made in writing. The period for filing may be extended by the CEO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO shall respond immediately upon a receipt of a request for extension.

- All other complaints under this Policy 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 the CCDS Board of Directors approved the LCAP or the annual update was adopted by CCDS.
- The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and notation of date received.

Step 2: Mediation (Optional)

Within ten (10) workdays of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of engaging in mediation with a third-party neutral. The Compliance Officer shall make arrangements for any mutually agreed upon mediation that will allow both the complainant and CCDS to present relevant evidence. The Compliance Officer shall inform the complainant that the mediation process may be terminated at any time and proceed directly to an investigation. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the Compliance Officer shall ensure that all parties agree that mediator must maintain confidentiality. If mediation resolves the complaint to the satisfaction of both parties, CCDS will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties, the Compliance Officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend CCDS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

In order to investigate the complaint, the Compliance Officer shall have access to applicable CCDS records and/or information related to the complaint allegations. As part of his or her investigation, the Compliance Officer shall do all of the following, in no specific order:

- Provide an opportunity for the complainant and/or complainant's representative and CCDS' representative to present evidence or information

leading to evidence relevant to the complaint or investigative process.

- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation. When necessary, seek clarification on specific complaint issues.

Refusal to provide the Compliance Officer with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation by the complainant or their representative(s) may result in dismissal of the complaint because of a lack of evidence to support the allegation.

Refusal to provide the Compliance Officer with access to records, documents or other information related to the allegations in the complaint, or its failure or refusal to cooperate or obstruction of the investigation by CCDS or its staff may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

The Compliance Officer shall prepare and send to the complainant a written report of the investigation and final decision (the "Decision") based on the evidence within sixty (60) calendar days of CCDS' receipt of the complaint, unless the timeframe is extended by written agreement of the complainant. CCDS's decision shall be written in English and, when feasible or as required by law, in the complainant's primary language. The decision shall include:

1. The finding(s) of fact based on the evidence gathered.
2. The conclusion provides a clear determination for each allegation as to whether CCDS is in compliance with the relevant law.
3. Corrective actions, if CCDS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal CCDS's Decision within thirty (30) calendar days to the CDE, except when CCDS has used its UCP to address complaints that are not subject to the UCP requirements; and
5. Procedures to be followed for initiating an appeal to the CDE.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and the employee was informed of CCDS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeal Process

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with CCDS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

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

Upon notification by the CDE that the complainant has appealed the Decision, the Executive Director or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of CCDS's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to CCDS for resolution as a new complaint. If the CDE notifies CCDS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, CCDS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

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. The SSPI will not consider any information not

previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by CCDS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, CCDS has not taken action within sixty (60) calendar days of the date the complaint was filed with CCDS.

If Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by CCDS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating students should be sent to:

California Department of Education
Education Equity UCP Appeals Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding educational program complaints or pupil fees should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding LCAP should be sent to:

California Department of Education
Local Agency Systems Support Office
1430 N Street
Sacramento, CA 95814

Civil Law Remedies

A complainant may pursue available civil law remedies outside of CCDS' 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.

Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The waiting period does not apply to injunctive relief and is applicable only if CCDS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

Uniform Complaint Procedures Form

Chico Country Day School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Chico Country Day School shall investigate and seek to resolve complaints in accordance with the Uniform Complaint Procedures (UCP). Please complete this form, providing as much information as possible and attaching any applicable supporting documentation, to assist in the investigation of the complaint.

Information

LAST NAME OF THE COMPLAINANT	FIRST NAME OF THE COMPLAINANT
STUDENT NAME (IF APPLICABLE)	GRADE _____ DATE OF BIRTH _____
ADDRESS (NUMBER, STREET, APARTMENT NUMBER, CITY, STATE AND ZIP CODE)	
EMAIL ADDRESS	CELL PHONE NUMBER
HOME PHONE NUMBER	WORK PHONE NUMBER
COMPLAINANT WILL NEED THE ASSISTANCE OF AN INTERPRETER ☐ No ☐ Yes (<i>specify the language to be spoken by the interpreter</i>)	
COMPLAINANT IS A: ☐ Student ☐ Parent/Guardian ☐ Employee ☐ Public Agency ☐ Organization	
THIS COMPLAINT IS BEING FILED ON BEHALF OF: ☐ Myself ☐ A student (not the complainant named above) ☐ Other (<i>specify</i>)	
DATE OF ALLEGED VIOLATION	SCHOOL/OFFICE OF ALLEGED VIOLATION

Basis of Complaint

For allegations related to any of the following programs and activities subject to the UCP:

☐ Adult Education Programs ☐ Education or Graduation of Student in for Foster Care, Students who are Homeless Youth, Former Juvenile Court School Students now enrolled in Public School, Migratory Child and Children of Military Families ☐ Every Student Succeeds Act/Local Control Funding Formula/Local Control and Accountability Plan ☐ Reasonable Accommodations to a Lactating Student ☐ Regional Occupational Centers and Programs ☐ Other Basis from CCDS UCP: _____	☐ Career Technical and Technical Education and Training ☐ Child Care and Development Programs ☐ Consolidated Categorical Aid Programs Pupil Fees ☐ Pregnant, Parenting, ☐ Lactating Students
--	--

Adopted May 12, 2026

For allegation(s) of discrimination, harassment, intimidation, and/or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

☐ Race or ethnicity	☐ Religion	☐ Sex (actual or perceived)
☐ Color	☐ Age	☐ Sexual orientation (actual or perceived)
☐ Ancestry	☐ Marital status	☐ Gender
☐ Nationality	☐ Pregnancy	☐ Gender identity
☐ National origin	☐ Parental status	☐ Gender expression
☐ Immigration/Citizenship status	☐ Physical or mental disability	☐ Genetic information
☐ Ethnic group identification	☐ Medical Condition	
☐ Based on association with a person or group with one or more of these actual or perceived characteristics	☐ Other _____	

FOR OFFICE USE ONLY

Date received:

Received by:

Title:

Investigator:

Outcome:

Final written decision sent to complainant on:

Appeal filed with CDE? ☐ Yes ☐ No

Adopted May 12, 2026

Details of the Complaint

Please answer the following questions to the best of your ability. If you mention names, please also identify who they are (i.e. student, staff, parent, etc.), dates, whether witnesses were present, etc. that may be helpful to the investigator. Attach additional pages, if necessary.

Provide the **facts** about your complaint:

List the **people** involved or impacted:

List any **witnesses** or individuals who may have knowledge of the alleged acts:

Provide and/or describe the specific **location(s)** where the incident(s) occurred:

List all the **date(s) and time(s)** when the incident(s) occurred or when the alleged acts first came to your attention:

Describe any **steps** you have taken to resolve this issue before filing the complaint. If applicable, list names and titles of Charter school staff you have contacted:

If you have discussed your complaint or brought your complaint to any CCDS personnel, what was the result?

Do you have any **written documents/evidence** that you can provide that may be relevant/supportive of your complaint?

☐ No ☐ Yes, copies of the documents/evidence are attached to this complaint

Signature of Complainant _____ Date _____

Chico Country Day Schools shall take steps to protect complainants from retaliation. Please file this complaint form and any additional documents in person or by mail with the following Compliance Officer:

Claudia Trout
Director of Student Affairs
102 W 11th St.
Chico, CA 95928
(530) 895-2650
ctrout@chicocountryday.org

4901-2080-8345, v. 2

Adopted May 12, 2026