



AGENDA

BOARD OF DIRECTORS REGULAR BOARD MEETING

Time: Aug 11, 2021, 5:30pm

~In Person~

Room 4: Middle School Campus

Mission Statement

Chico Country Day School provides a safe, joyful environment where all learners are inspired to achieve their personal best.

2020-2021 CCDS Board Members:

Jessika Lawrence, Chair
Melissa Pearson, Vice Chair
Michele Mittman, Treasurer
Devjani Banerjee-Stevens, Secretary
Jamie Clyde, Member
Thang Ho, Member

1. CALL TO ORDER & ROLL CALL

2. CLOSED SESSION (5:30pm)

2.1 Public Employee Evaluation: Per Government Code §54957

Title: Director of Education, Director of Student Support Services, Director of Student Affairs,
Chief Business Officer

3. REGULAR SESSION (6:00pm)

2.1 Approval of Regular Agenda

2.2 Report from Closed Session

4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA

5. CONSENT AGENDA

5.1 Minutes from meetings of 6/21/21 and 6/23/21

5.2 2021/22 Student Family Handbook

5.3 MOU for School Social Worker & School Psychologist between CCDS and Nord Country School

5.4 Rescind Current Independent Study Policy

5.5 Acceptance of Resignation of Board Treasurer, Michele Mittman

5.6 Declaration of Need for Fully Qualified Educators

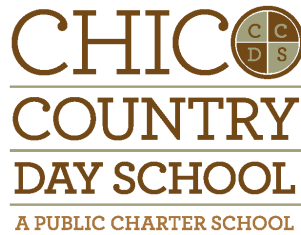
5.7 Board Resolution: Authorized Signors for CCDS

6. DISCUSSION/ACTION ITEMS

6.1 2021/22 School Re-opening Plan

6.2 CCDS On-Campus Safety Considerations: Mask Enforcement Policy/Philosophy

6.3 New Independent Study Policy: August 2021



- 6.4 Appointment of Board Treasurer
- 6.5 Board Development Committee Formation
- 6.6 Long Term Planning for CCDS Growth Options.

7. ADJOURNMENT: Adjourn; Next Regular Meeting is September 8, 2021

Information, Procedures and Conduct of CCDS Board Meetings:

Student Participation:

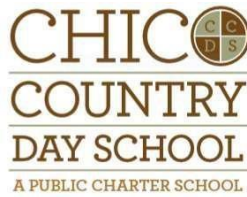
At the discretion of the Board Chair, students may be given priority to address items to the Board

Public input on specific agenda items and those items not on the agenda:

The CCDS Board of Directors welcomes and encourages public comments. Any person of the public desiring to speak shall be allowed to speak during public comment time and has the option of speaking once on any agenda item when it is being discussed. Speaking time shall generally be limited to three minutes, unless a longer period is permitted by the Board Chair. In the case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. Each person who addresses the Board must be first recognized by the presiding officer and give his or her name. Comments must be directed to the Board as a whole and not to individual board members or employees. The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. Items brought forth at this part of the meeting may be referred to the Administration or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

Special Needs: If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the CCDS office at 530.895.2650. CCDS will attempt to accommodate your disability.

Copies of Agendas and Related Materials: Materials are available at the meeting, on the website at www.chicocountryday.org, or in the Main office prior to the meeting @ 102 W. 11th Street, Chico, CA 95928.



Minutes

CCDS Board of Directors Special Meeting

Date: Monday, June 21, 2021

Time: 5:30 p.m.

Location: Zoom Web Conference

- 1. CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 5:30 p.m.
Attendees: Jessika Lawrence, Juni Banerjee-Stevens, Michele Mittman, Melissa Pearson, Jamie Clyde. Absent: Thang Ho
- 2. SPECIAL SESSION (6:00 pm)**
 - 2.1 Annual Board Governance Training** – CCDS Attorney, John Lemmo gave presentation on Robert’s Rules, Procedure and Protocol.
 - 2.2 Election of Officers of the Board for 2021-2022** – Nomination of Officers took place. Officers for the 2021-22 year are Jessika Lawrence, President, Melissa Pearson, Vice President; Juni Banerjee-Stevens, Secretary; Michele Mittman, Treasurer. Mittman/Lawrence to approve. All in favor: Lawrence, Mittman, Pearson, Stevens, Clyde (5-0)
- 5. ADJOURNMENT:** Lawrence adjourned at 7:30 p.m. Next regular meeting is June 23, 2021

Respectively Submitted,
Amie Parent



Minutes

CCDS Board of Directors Regular Meeting

Date: Wednesday, June 23, 2021

Time: 5:30 p.m.

Location: Zoom Web Conference

- 1. CALL TO ORDER & ROLL CALL:** Lawrence called meeting to order at 5:30 p.m.
Attendees: Jessika Lawrence, Thang Ho, Juni Banerjee-Stevens, Michele Mittman, Melissa Pearson. Absent: Fawn Ruby, Jamie Clyde
- 2. CLOSED SESSION (5:30 pm)**
 - 2.1 Public Employee Evaluation**
Per Government Code §54957
Title: Director of Education, Director of Student Affairs, Special Education
Director, Chief Business Officer
- 3. REGULAR SESSION (6:00 pm)**
 - 3.1 Approval of Regular Agenda** – Mittman/Ho to approve with modification - 5.5 and 5.6 moved from the Consent Calendar to Discussion/Action Items. All in favor: Lawrence, Ho, Mittman, Stevens, Pearson (5-0).
 - 3.2 Report from Closed Session** – Nothing to report.
- 4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA** – No Comments.
- 5. CONSENT CALENDAR** – Ho/Mittman to approve. All in favor: Lawrence, Ho, Mittman, Stevens, Pearson (5-0).
 - 5.1 Minutes from meeting of 6/21/21 and 6/23/21**
 - 5.2 Job Descriptions: Health Assistant**
 - 5.3 Board Report of Checks: 5/1/21-6/9/21**
 - 5.4 Acceptance of Resignation of Board Member Fawn Ruby**
 - 5.7 EPA Expenditures for 2020/2021**
 - 5.8 EPA Spending Plan for 2021/2022**
 - 5.9 Contracts: BCOE; SchoolAbility; Catapult**
 - 5.10 Application for Funding of 21/22 Federal Funds: Title 1, Part A; Title II, Part A; Title IV Part A**
 - 5.11 Board Meeting Schedule 21/22**
 - 5.12 Insurance Contract 2021-2022: CharterSafe Proposal**
 - 5.13 Adjustment of 21/22 School Calendar: Elimination of minimum day on 1/5/22**
- 6 DISCUSSION/ACTION ITEMS**
 - 6.1 Safe Return to In Person Instruction Plan Public Comments/Plan Approval-** Mittman/Ho to approve. All in favor: Lawrence, Ho, Mittman, Stevens, Pearson (5-0).

- 6.2 Final Local Control Accountability Plan 2021-2022, LCAP Budget Overview for Parents, LCAP/LCP Annual Update – Trout presented. Lawrence/Pearson to approve with basic service moved to Goal 1. All in favor: Lawrence, Ho, Mittman, Stevens, Pearson (5-0).
- 6.3 21/22 Original Budget – Ho/Mittman to approve with basic service moved to Goal 1. All in favor: Lawrence, Ho, Mittman, Stevens, Pearson (5-0).
- 5.5 MOU for Services between CCDS & Nord Country School, Achieve Charter School, Blue Oak Charter School, Sherwood Montessori, CORE Butte, Inspire School of Arts & Sciences, Wildflower Charter School. Lawrence/Ho. All in favor: Lawrence, Ho, Mittman, Stevens, Pearson (5-0).
- 5.6 Employment Contracts: Director of Education, Director of Student Support Services, Director of Student Affairs, Chief Business Officer. Lawrence/Pearson to approve. All in favor: Lawrence, Ho, Mittman, Stevens, Pearson (5-0).
- 5 **ADJOURNMENT:** Lawrence adjourned at 7:15 p.m. Next regular meeting is August 11, 2021

Respectively Submitted,
Margaret Reece



Chico Country Day School

Student-Family Handbook

2021-2022

Phone: (530) 895-2650

Fax (530) 895-2646

Office Hours: 8:00 AM- 4:00 PM

102 West 11th Street (Elementary)

1054 Broadway Street (Middle School)

Chico, CA 95928

www.chicocountryday.org

Welcome to Chico Country Day School

The mission of Chico Country Day School (CCDS) is to provide a safe, joyful community where all learners are inspired to achieve their personal best.

Handbook Use and Purpose

This handbook is designed to help family members and students get acquainted with CCDS. 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.

ACKNOWLEDGEMENT/CONSENT OF THE 2021-2022 CCDS STUDENT-FAMILY HANDBOOK

I understand and agree that I have read and will comply with the 2021-2022 CCDS Student-Family Handbook that is on the school website (www.chicocountryday.org). If I am unable to access the handbook online, it is my responsibility to check out a copy in the main office and return once I have reviewed it. Because CCDS is a growing and changing organization, 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. Any changes in policy will be updated on the website and notification will be sent via CCDS E-flyer.

Parent/Guardian's Printed Name

Parent/Guardian's Signature

Date

Children's Names/Grades

**** Please initial the following items and/or check the appropriate choice****

Consent to Treat a Minor:

I (We), the parent, parents, or legal guardian of said Chico Country Day Student, a minor, **DO** hereby authorize and consent to any X-ray examination, anesthetic, medical or surgical diagnosis and treatment and emergency hospital care which is deemed advisable by and is to be rendered under the general or special supervision of any member of the medical staff and emergency room staff licensed under the provisions of the medicine practice act and on the staff of any acute general hospital holding a current license to operate from the State of California Department of Public Health. It is understood that this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required, but is given to provide authority and power to render care which the aforementioned physician in the exercise of his best judgment may deem advisable. It is understood that effort shall be made to contact the undersigned prior to rendering treatment to the patient, but that none of the above treatment will be withheld if the undersigned cannot be reached. This authorization is given pursuant to the provisions of Section 25.8 of Civil Code of California.

_____ I give permission to CCDS to provide personal identifying information for my child consisting of first name, last name, email address and username to web-based 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. **I understand that by denying permission, my student is unable to access technology at school.**

_____ I state that I have read and understand the Attendance Philosophy of CCDS (pg. 17 of Family Handbook).

_____ **I DO** or _____ **I DO NOT** give consent for my child(ren) to be used in photos/videos on school websites and advertisements (p.28)

_____ **I DO** or _____ **I DO NOT** give permission for my contact information to be released to requesters. **I understand that by denying permission, I will not be included in the school directory.**

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II. Overview of the Educational Program at CCDS

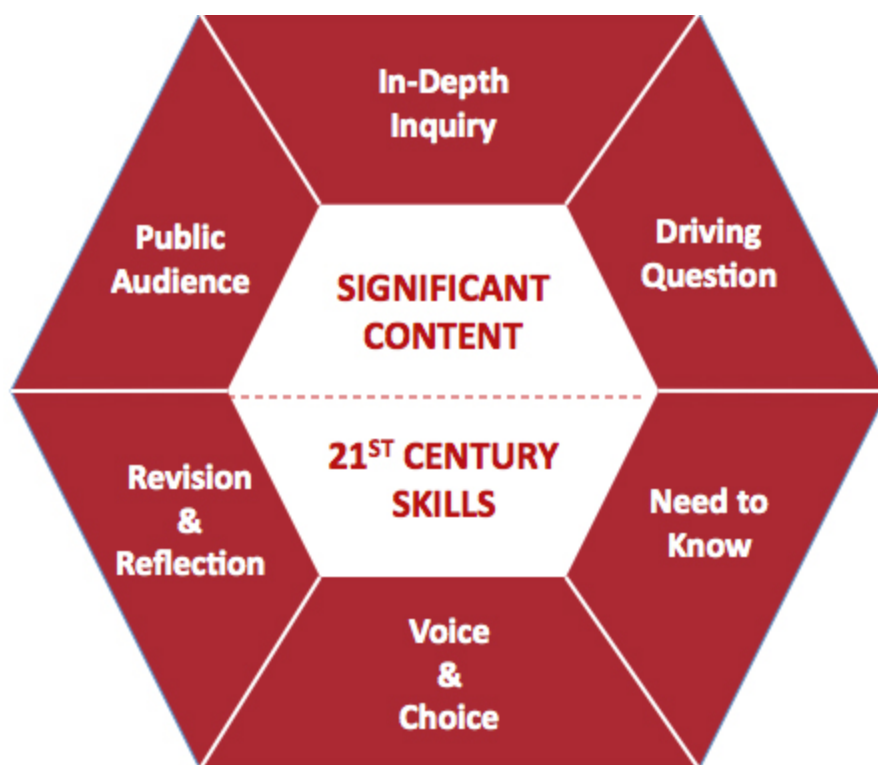
Curriculum and Instruction

The first tenet of the mission of Chico Country DaySchool is to hold each child to clearly articulated, high expectations for academic achievement. We achieve this tenet by developing thoughtful projects that connect with students' interests, engaging in critique and feedback, and presenting beautifully crafted work to an authentic audience.

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.

Traditional core subjects: math, science, history, and English will be integrated into projects. Many projects will also include physical education, health, computer science, art, and music.

The graphic below represents the elements of a project-based academic environment.



Our Schoolwide Learner Outcomes

1. Engaged students at CCDS strive for academic excellence and apply content knowledge and basic skills to authentic applications.
2. Connected students at CCDS build character and become responsible citizens by making conscientious choices locally and globally, authentically applying life skills and serving their community.

3. Innovative students at CCDS are skilled inquirers and creative problem solvers who work collaboratively, communicate effectively, and utilize technology to produce purposeful work.

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). Consequently, our students are given traditional exams and tests sparingly. One of these assessments is the state CAASPP assessment which is used to assess second through eighth grade students in Math and English Language Arts. The CAASPP state measures are also used to assess Science (for fifth and eighth grade students), and physical fitness (for fifth and seventh grade students). Another standardized assessment measure used at CCDS is Fastbridge, which is administered three times per year as a way to monitor student progress and is used to meet the AB 1505 requirement for charter authorization. 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 will monitor growth and progress through formative assessments throughout the year and adjust and support students as needed.

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 Success Team and Response to Intervention: CCDS employs a Student Success 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 Plan (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).

Intervention for Students At-Risk of Retention and AB 104: Appropriate support and interventions are offered for students at risk of retention, including interventions for Reading and Mathematics. Students may be recommended for retention by classroom teachers based on standardized test scores, progress toward achieving grade level content standards, and teacher observations. In the event that a teacher recommends a student for retention, a Student Success Team meeting will be held to discuss the recommendation with parents/guardians.

On Thursday, July 1, 2021, Governor Newsom signed [Assembly Bill 104](#) into law. The bill contained three major provisions on retention, grading, and graduation policies. Below you will find more information about retention and how it may affect your student. In preparation for the 2021-22 school year, students will be eligible for a retention consultation if they received deficient grades for at least one-half of their coursework in 2020-21 and their parents are interested in holding them back a grade level. Deficient grades include grades of D, F, or No Pass. This temporary retention policy is in addition to any existing district retention policies. Students who were in 12th grade in 2020-21 are not eligible.

Parents/guardians of eligible students must request the retention consultation in writing. Districts then have 30 calendar days to hold the consultation and 10 calendar days after that meeting to issue a final decision. If you would like to request a retention consultation for your “eligible pupil” (a pupil who has received deficient grades for at least one-half of the pupil’s coursework in the 2020-21 academic year), please follow these steps:

Review the Frequently Asked Questions found on our websites: www.chicocountryday.org

Email your request for retention, stating the full name of your student, to admin@chicocountryday.org

You will be contacted and a consultation meeting will be held within 30 calendar days after submitting your request

III. School Information and Procedures

School Schedule

Bell Schedule 2021-2022							
	TK	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th & 5th Grades	6th - 8th Grades:
Start Time	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM
Recess	9:15 - 9:30 AM, 12:20 - 12:40 PM	9:30 - 9:45 AM, 12:50 - 1:10	9:45 - 10:00 AM	9:45 - 10:00 AM	10:00 - 10:15 AM	10:00 - 10:15 AM	
Lunch	11:00 - 11:50 AM	11:00 - 11:50 AM	11:05 - 11:50 AM	11:05 - 11:50 AM	11:45 - 12:20 PM	11:45 - 12:20 PM	12:20 - 12:53 pm
Dismissal	1:50 PM	2:30 PM	2:30 PM	2:30 PM	2:30 PM	2:45 PM	2:45 PM
MINIMUM DAYS							
	TK	Kindergarten	1st Grades	2nd Grades	3rd Grade	4 - 5th Grades	6th - 8th Grades
Start Time	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM
Recess	9:10 - 9:20 AM	9:20 - 9:35 AM	9:40 - 9:55 AM	9:40 - 9:55 AM	10:00 - 10:15 AM		
Lunch	10:50 - 11:30	10:50 - 11:30	10:50 - 11:30	10:50 - 11:30	11:55 - 12:25	11:55 - 12:25	11:30 - 12:00
Dismissal	12:15 AM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM

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

After School Program (ASP)

The After School Program (ASP) provides a safe place for students to experience disguised learning & socializing opportunities during out of school time. The After School Program is offered every school day, beginning at 1:50 PM until 6:00 PM, or earlier for minimum days. You must fill out the appropriate contract, sign a handbook parent

agreement page, pay the month's tuition, in advance, if you want your child to participate in the after school program. ASP contracts and the Program handbook can be found online on the Chico Country Day School website.

Students who are staying for the After School Program (ASP) will be dismissed when a parent or guardian comes to pick them up. The After School Program will have a sign-in/out policy and proper identification must be shown at the time of pick-up. Anyone other than an authorized guardian must be listed on the emergency information card and must show ID.

For more information please contact Angela Cherry at acherry@chicocountryday.org and visit our website.

IV. Family and Community Involvement at CCDS

Parent participation is an important part of the school community. Families are encouraged to find ways to be involved. Each family is encouraged to participate in fundraising and special event committees, as these school-wide functions serve our entire community in deep and lasting ways.

Back-to-School Night

Back-to-School Night is an annual event to invite families to join in on the school day and includes information on discipline at CCDS, academics at CCDS, how to help with homework in the classroom or at the school.

Exhibition Night

Being 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

We will be exploring ways to bring back our volunteers in a way that ensures the safety of our students and staff and follows CDPH and BCPH guidelines.

Field Work

Our current plans do not include field work that requires students to leave campus. Due to health and safety guidelines, we have had to pause any previously planned field work. We will work with our community as information evolves to determine if we can reinstate any previously planned field work, develop walking fieldwork opportunities, or bring opportunities to students here on campus. We are considering not only the students this year, but the students last year who missed out on large overnight field trips due to closures.

Visiting the School

To ensure the safety of our on campus community, non-essential visitors will not be allowed on campus. We will continue to review this Policy as information evolves. We are committed to continuing to collaborate with families and are seeking ways to involve parent volunteerism in new ways that keep our CCDS community safe and most

importantly keep our school open.

AFFIDAVIT AFFIRMING NO CRIMINAL RECORD

All volunteers at CCDS, will be asked to certify that they have not been charged with, or convicted of, a violent or serious felony as defined in California Education Code 45122.1 For the purpose of this code section, a violent felony is any of those listed in subsection C of Penal Code Section 667.5 and a serious felony is any felony listed in subdivision C of Penal Code Section 1192.7. By signing the Acknowledgment/Consent Page, you are declaring, under penalty of perjury, that the foregoing is true and correct.

Confirmation via School Mint Volunteer Packet

STATEMENT OF CONFIDENTIALITY FOR CCDS VOLUNTEERS

All volunteers for Chico Country Day School share the responsibility of maintaining the confidentiality of any student or employee information that they may have made available to them. It is understood that it is every volunteer's responsibility to assure rights and confidentiality of information both written and verbal.

Volunteers will work with the highest standards, committed to the idea that their work will benefit Chico Country Day School students. Volunteers promise to have an attitude of open-mindedness and a willingness to be trained.

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.

Confirmation via School Mint Volunteer Packet

Notification of Rights under FERPA for Elementary and Secondary School

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 45 days after the day Chico Country Day Charter School (CCDS) receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school Director of Education a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask CCDS to amend their child's or their education record should write the school's Director of Education, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district 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 school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for

which the 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, or therapist; 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 school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or 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.

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

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

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

school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

FEDERAL EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) DIRECTORY INFORMATION POLICY AND “OPT-OUT” NOTICE

“Directory information,” which is defined as set forth above, may be released to requestors in limited circumstances by Chico Country Day Charter School (CCDS), without additional notice to you, unless you timely “opt out” of such disclosures in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, CCDS policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in public advocacy, lobbying, or information dissemination related to California charter schools.

If you do not want CCDS to disclose your contact and other directory information from your child's records to such persons or entities without your prior written consent, you must notify us in writing by September 1 of each school year.

CCDS has designated the following information as directory information:

- Parents'/guardians' names
- Address
- Electronic mail address
- Phone number
- Dates of attendance
- Participation in officially recognized activities and sports
- Degrees, honors and awards received

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.

Emergency Information Card

Emergency information is accessed through the parent portal. Every year, parents are required to log-in to their School Mint 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 the Student Information System (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
- Cell Phone Number (parent and student)
- Primary Email Address
- Primary Caregiver
- Doctor's Phone Number
- 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 been 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.

Leaving School During the Day

If you must pick up your child early for an appointment during the school day, please send a note or email sent from the parent/guardian to the classroom teacher and/or the office. The parent or authorized adult should come to the office, sign the child out, and wait for the child to be sent by the teacher. Excessive instances of being checked out early will be referred to the Dean of Students.

Breakfast and Lunch Program

Breakfast and lunch will be free to all students.

Textbooks/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 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. Items not claimed will be donated or discarded. **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.**

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.

Attendance

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. Appointments and other activities should be scheduled during non-school hours whenever possible. Likewise, CCDS requests that families schedule vacations or special programs so as not to conflict with school.

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 will be considered unexcused (see below).

Excused Absences

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

- Illness
- Medical, dental, optometry or chiropractic appointment
- Quarantine
- Funeral of immediate family member, limited to 1 day in state, 3 days out of state
- Court appearance *
- Any funeral attendance *
- Religious holiday or ceremony *

- Religious retreats, limited to 4 hours per semester *

* **Must be requested in writing by parent/guardian and approved by Director of Student Affairs**

Student Absence: <ul style="list-style-type: none"> ● Call/email office by 9 AM. ● If no reason is provided, the student is considered truant. ● Student absence must be called in within 3 days. 	Chronic Absence: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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
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A juvenile is considered truant when, “absent from school without valid excuse more than three days, or tardy in excess of 30 minutes on each of more than three days in one school year” (Ed Code 48260).

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 tardy 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:

Three (3): Communication from office staff.	Five (5): Elementary- 1st Letter home Middle School- Letter/Detention (each consecutive tardy results in a detention)	Eight (8): 2nd Letter home and administrative contact	Twelve (12): 3rd Letter home. The student and parent will be expected to attend a School Attendance Review Board Hearing. (SARB)
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Independent Study

Independent Study is a program designed to help students stay current on class work while they are away from the classroom for three or more 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. CCDS will also offer Independent Study for students who may need to quarantine and will be absent for in person instruction for more than 15 days during the 21-22 school. Please visit our website to read the board approved Independent Study policy.

Behavior at Chico Country Day School

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 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?)

Positive reinforcements may include:

1. Eagle Eyes are given to students who demonstrate our universal behaviors. Students may turn these in for special drawings.
2. Individual classroom incentives.

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 (See Behavior Expectation Plan Appendix C)
9. Expulsion (See Behavior Expectation Plan Appendix C)
10. Other forms of discipline that the school may determine appropriate

Any student who is in possession of any weapon 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. The Student Study Team, 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.

X. Life Skills

CCDS utilizes a set of beliefs and values – what we call our Life Skills – to help us define how we (students, teachers, community members) interact and work with one another. The following list of Life Skills is used for common language and education.

Active Listening: At CCDS we listen with the intention of understanding what the speaker intends to communicate.

Collaboration ~ To work with others to create something

Cooperation ~ To work together toward a common goal or purpose

Courage ~ To act according to one's beliefs despite fear of adverse consequences

Curiosity ~ A desire to investigate and seek understanding of one's world

Empathy ~ To understand and share feelings of another

Friendship ~ To make and keep a friend through mutual trust and caring

Flexibility ~ To be willing to alter plans when necessary

Initiative ~ To do something of one's own free will, because it needs to be done

Integrity ~ To do the right thing in a reliable way

Kindness ~ To be friendly, generous and considerate

Mindfulness ~ To be conscientious or aware of thoughts and feelings

Optimism ~ To look on the more favorable side of events

Organization ~ To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

Patience ~ To wait calmly for someone or something

Perseverance/Grit ~ To keep at it

Personal Best: At CCDS, we do our best given the circumstances and available resources.

Pride ~ To derive satisfaction from doing one's personal best

Problem Solving ~ To create solutions to difficult situations and everyday problems

Resourcefulness ~ To respond to challenges and opportunities in innovative and creative ways

Universal Expectations

	Be Safe	Be Respectful	Be Responsible
All Classrooms and Common Areas	<ul style="list-style-type: none"> ● Keep your hands, feet and objects to self. ● Walk to the right at all times. ● Use equipment and materials appropriately. 	<ul style="list-style-type: none"> ● Use appropriate language and voice level. ● Clean up after self. 	<ul style="list-style-type: none"> ● Take proper care of all school equipment. ● Leave toys or other personal belongings at home.
Arrival and Dismissal	<ul style="list-style-type: none"> ● Arrive on time and put backpack in your designated area. ● At dismissal, stay in the designated pick up zones. 	<ul style="list-style-type: none"> ● Be an active listener. ● Hands and feet to self. 	<ul style="list-style-type: none"> ● Be in class or in line by the second bell.
Bathrooms	<ul style="list-style-type: none"> ● Walk. ● Report unsafe conditions. 	<ul style="list-style-type: none"> ● Use appropriate language and voice level. ● Respect the privacy of others. 	<ul style="list-style-type: none"> ● Use the bathroom for its intended purpose.
Cafeteria/Lunch Area	<ul style="list-style-type: none"> ● Keep your hands and feet to self. ● Eat only your food. ● Playground equipment is not permitted in eating areas. 	<ul style="list-style-type: none"> ● Use appropriate language and voice level. ● Listen and follow adult directions 	<ul style="list-style-type: none"> ● Remain seated until signal for dismissal. ● Clean up trash and belongings. Pack it in, pack it out!

Gym	<ul style="list-style-type: none"> ● Keep your hands and feet to self. ● Use playground equipment how and where it is intended 	<ul style="list-style-type: none"> ● Use appropriate language and voice level. ● Listen and follow adult directions. 	<ul style="list-style-type: none"> ● Return equipment.
Passing Periods	<ul style="list-style-type: none"> ● Keep your hands, feet and objects to self. ● Walk to the right at all times. 	<ul style="list-style-type: none"> ● Listen and follow directions the first time. ● Help others. 	<ul style="list-style-type: none"> ● Stay with your group or class when traveling together. ● Travel on pathways destination to destination.
Recess	<ul style="list-style-type: none"> ● Keep your hands and feet to self. ● Use playground equipment how and where it is intended ● Stay in assigned areas. 	<ul style="list-style-type: none"> ● Be an active listener. 	<ul style="list-style-type: none"> ● Freeze at the bell and return to class. ● Return equipment.

Dress Code

Objective: To promote a professional and respectful learning environment and readiness for the world of work.

1. Clothing must cover the body with no undergarments exposed.
 - a. No exposed midriff and/or cleavage.
 - b. No backless, strapless, tube tops and/or halter tops. Please note a bandeau is considered an undergarment.
 - c. Shorts must have a two-inch inseam/skirts must be longer than the student's thumb when arms are straightened.
2. Shoes or sandals must be worn at all times. All shoes must have backs on them; no backless flip-flops or slides. Slippers and heelys (shoes with wheels) are not acceptable. Closed-toed shoes must be in student's possession daily for required P.E, walking field trips, and some electives.
3. Any clothing or accessories that display or promote the use of alcohol, tobacco, drugs, racial or ethnic slurs, gang affiliation or identity, violence, sexually suggestive or profane content are not allowed.

If a student comes to school in clothing that does not adhere to the above dress code, parents will be contacted and asked to either take your child home or bring a change of clothes for him/her. The student will be provided with appropriate clothing until the parent arrives.

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.

V. Internet Use at CCDS

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.

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.

Device Use and Student Expectations

1. 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 he or she has a duty to use CCDS equipment and resource networks only in a manner specified in CCDS Policy.

a. Educational Purpose: “Educational purpose” means 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 from time to time.

b. Inappropriate Use: An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of CCDS Policy.

2. Plagiarism. Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student's original work. Student agrees that when quoting from information obtained on the internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Copyright. Student agrees that he or she 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.

4. Communication. Student agrees that he or she will use CCDS equipment or resource networks or CCDS email accounts in the following manner:

- a. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- b. 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.
- c. Student will not make threats against others.
- d. Student will not reveal personal information about others.
- e. Student will not use email to send chain letters or "spam" email to a list of people or to an individual.
- f. 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.
- g. All communications will be polite and respectful of others.
- h. 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.
- i. 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.

5. 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.

6. 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 he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

7. 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:

- a. Routine system maintenance.
- b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
- c. 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.

8. Commercial Activities. Student agrees that student 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.

9. Information About Others. Student agrees that he or she will not make any statement or post any communication on the Internet, or on the school network, about another person that he or she knows or suspects to be untrue.

10. Cell Phones on Campus. Cell phones are not allowed on the elementary campus. Devices may be used on the middle school campus with adult permission only. Consequences for cell phone use without permission:

1st offense: Turn in phone for the rest of the day.

2nd offense: Phone is turned in at the office or left at home for the following day.

3rd offense: Phone is turned in at the office for a week or left at home. Parent is contacted.

4th offense: Phone privilege is removed.

11. 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 he or she has 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 he or she 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.

Student also acknowledges 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.

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 Apps 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.

(Confirmation via the Aeries Parent Portal or the Acknowledgment/Consent Page)

VI. Photo/Video/ Website Release

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.** You will need to check the appropriate box on 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 Twitter.

(Confirmation via the Aeries Parent Portal or the Acknowledgment/Consent Page)

VII. Student Health and Safety at CCDS

Health Standards and Immunizations

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

Kindergarten students must submit an immunization record. The record must be complete and include the date your child was given each required shot and be stamped or signed by the doctor or clinic. **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.**

Tk and K and 7th grade Immunization Table

GRADE	NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION ^{1, 2, 3}				
K-12 Admission	4 Polio⁴	5 DTaP⁵	3 Hep B⁶	2 MMR⁷	2 Varicella
(7th-12th)⁸	K-12 doses	+ 1 Tdap			
7th Grade Advancement^{9,10}		1 Tdap⁸			2 Varicella¹⁰

1. Requirements for K-12 admission also apply to transfer pupils.
2. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.
3. Any vaccine administered four or fewer days prior to the minimum required age is valid.
4. Three doses of polio vaccine meet the requirement if one dose was given on or after the 4th birthday.
5. Four doses of DTaP meet the requirement if at least one dose was given on or after the 4th birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday (also meets the 7th-12th grade Tdap requirement. See fn. 8.)
6. For 7th grade admission, refer to Health and Safety Code section 120335, subdivision (c).
7. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the 1st birthday meet the requirement.
8. For 7th-12th graders, at least one dose of pertussis-containing vaccine is required on or after the 7th birthday.
9. For children in ungraded schools, pupils 12 years and older are subject to the 7th grade advancement requirements.
10. The varicella requirement for seventh grade advancement expires after June 30, 2025.

DTaP/Tdap = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine

Hep B = hepatitis B vaccine

MMR = measles, mumps, and rubella vaccine

Varicella = chickenpox vaccine

* [California Immunization Requirements for K-12](#)

Mental Health Services

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:

National Suicide Prevention Lifeline - The lifeline provides 24/7, free and confidential support for people in distress, prevention, and crisis resources for you and your loved ones. Phone Number: 1-800-273-8255 or CHAT by visiting this link: <https://suicidepreventionlifeline.org/chat/>

24/7 Butte County Crisis Line: 530-891-2810

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 1-877-4-786-2929

24/7 Disaster Distress Helpline: 1-800-985-5990 or 'TEXT' TalkWithUs to 66746

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 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 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. Self-administration of medication may be permissible by special arrangement with a school administrator. 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.

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.

Communicable Diseases

Communicable Disease Policy

Purpose: 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 he/she is no longer contagious.
 - A temperature of 100 degrees or more. Student must be fever free for 24 hours, without medication, before re-entry.
 - A deep, barking, unusually persistent cough/fits of coughing, or productive cough of colored mucus.
 - An undetermined rash, blisters, or scaly patches over any part of the body.
 - Nausea, vomiting, or diarrhea. A student must be symptom free for 24 hours without medication before re-entry.
 - Red, draining eyes.
 - Sore throat with fever.
 - Intense itching with signs and symptoms of secondary infection.
 - Open, draining lesions.
 - Jaundice-a yellowish tint to eyes or skin for unknown reasons.
 - Pain and/or swelling at angle of jaw.
 - An unusual behavior change such as irritability, lethargy, or listlessness.
- The school will segregate the ill child from well children at the school until he/she can go home to limit the spread of disease.
- Parents of children possibly exposed to infectious diseases, as well as staff, will 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 and COVID-19
 - 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.
 - COVID-19 is not widely understood yet, but with the ongoing pandemic we are doing our best to keep up with the flow of information from CDC, CDPH, and BCPH. We will be following the recommendations from BCPH with regard to PPE (masks, shields, etc.).
 - **The current guidance requires students and staff to wear face coverings on school grounds at all times.**
 - **Students who are not exempt from wearing face coverings but refuse to do so will be excluded from campus, but will be offered alternative educational programs.**
 - **Exempt students must have a note from a doctor stating: 1. They are exempt from face coverings AND 2. For what length of time this exemption will be in place. This note must be on file with the school prior to the student attending any classes or function on campus.**
- COVID SCREENING TOOL
 - Have you been in contact with someone known to have coronavirus (COVID-19)? **Seek guidance from public health regarding self quarantine.**
 - Have you been told by a public health official that you may have been exposed to coronavirus (COVID-19)? **Follow guidance given by public health.**

Watch for symptoms

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19 and should NOT attend school or any social gatherings:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

- **If students or staff exhibit COVID-19 symptoms, they must be separated and sent home, and recommended to test. Students exhibiting symptoms MUST be picked up immediately from the school.** CCDS will follow Butte County Public Health Guidance for Schools Regarding COVID-19 Exposure found in or COVID-19 addendum under Health and Safety.
- COVID-19 (and other viral illness) Transmission Reduction is EVERYONE'S Responsibility
 - CCDS helps by:
 - Teaching/encouraging proper hand washing technique.
 - Teaching effective coughing and sneeze technique such as coughing in sleeve or Kleenex.
 - Posting signs around campus as a visual reminder.
 - Encouraging staff and students to remain home when ill.
 - Keeping in contact with BCPH to determine if there is any exposure at the school. CCDS will work with BCPH as needed for contact tracing.
 - Parents help by:
 - Having family vaccinated against the flu if recommended by their doctor.
 - Encouraging proper hand, sneeze, and cough techniques at home.
 - Consulting health care provider when flu-like or COVID-19 illness symptoms begin. Flu like symptoms include: fever, cough, sore throat, body aches, fatigue, and nasal congestion. COVID-19 symptoms are listed above.
 - Keeping your child home when ill.
 - Encouraging your child to wear a mask, as required per BCPH guidelines.
 - Students help by:
 - Washing hands with soap and water before and after eating, after sneezing or coughing in hands, after using restroom, after playing outdoors, and any other time their hands are dirty.
 - Using tissues for sneezing and coughing or sleeve.
 - Keeping 6 feet of distance between you and other students, no physical contact.
 - Not sharing food or drink.
 - Wearing a mask when required per BCPH guidelines.

- 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:
 - 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.
 - 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.
- Transmission: It 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

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

- Lice

- Scientific evidence supports that exclusion from school for nits alone is not indicated.
- When it is determined live lice are present:
 - The parent will be contacted for treatment to begin.
 - After treatment has begun and no live lice are present, the student should be checked by the nurse or designated staff member prior to re-entry.
- 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 Head Lice Policy on page 37 and the CCDS website

Prevention Strategies For Communicable Diseases

- The school environment:
 - 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. Remove spill, 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: a set of guidelines that assume all blood and certain other bodily 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.
 - Gloves are to be used when in contact with blood or body fluids.
 - Protective eyewear or masks should be worn in situations where it is possible body fluids could come in contact with eyes or mouth.
 - Cleaning:
 - Blood or body spills are to be wiped up as soon as possible.
 - Spills are to be double bagged and disposed of in trash.

- The area is to be cleaned with an approved disinfectant or bleach Solution.
 - All soiled clothing should be double bagged and sent home with the person.
- Immunizations:
 - The state health regulations require students attending school to be up to date on all immunizations.
 - A valid medical exemption is required for exemption.
 - The school will keep documentation of the immunization status of all students on file.
 - 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.

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 excluded from school 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. School age siblings of the student will be checked for head lice by school staff as soon as possible.
3. At the principal or principal designee discretion an “awareness” email will be sent home with all of the classmates of the identified student at the elementary school level. 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.

4. Students will be readmitted to school ONLY after they have been checked by appropriate school staff and are found to be free of head lice. If the parents provide evidence of an appropriate treatment for head lice (e.g. an anti-lice shampoo bottle), the student may be readmitted to school if treated nits are present. Students will NOT be readmitted if head lice are present. It is the parents' responsibility to contact the school to schedule an appointment for a readmit check. Parents should accompany their child to school for such a readmit check.
5. Approximately one week after being readmitted for having had head lice, the student will be rechecked for head lice by school staff. If head lice are found, the process of exclusion will be initiated again.
6. 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.
7. 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.

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.

Speech, Hearing, and Eye Examinations

The school recommends that children undergo an annual hearing and eye examination.

Food and Nutrition

In order for your children to learn as best they can each day, they require a nutritious, well-balanced diet. We have a school breakfast and lunch program available to students or they can bring their own lunch to school.

If you send snacks or lunch with your students, please do not include:

- Carbonated Soda
- Candy
- Gum – This is strictly prohibited on campus
- Items that need to be microwaved

Student Placement Policy

To best meet the needs of all students at Chico Country Day School, 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 parent input is considered, but not guaranteed.

Criteria

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

- Social relationships
- Academic standing
- Age
- Collaboration strengths
- Teaching team recommendation- 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, gender, academic performance, social relationships and behavior issues. This is a thoughtful process that takes many pieces into consideration.
- Current year teachers will present their class lists to the Director of Education

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.

COVID-19 ADDENDUM TO CCDS STUDENT-FAMILY HANDBOOK 2021-2022

2021-2022 Reopening Plan



Dear CCDS Families,

This COVID Addendum will help our school and community collaborate around the reopening of school in the fall of 2021. This addendum is a work in progress. It is important that the addendum remain fluid and responsive to new information from local, regional, state, and federal agencies. The addendum is intended to offer each community member a central location to access information during this continually evolving landscape. As new decisions are made and as content is developed, it will be added to this addendum. Every CCDS community member must have the opportunity to have their voice included in this work and therefore, you are asked to email admin@chicocountryday.org to offer any thoughts, questions, concerns, or calls for clarity, regarding any section of this Handbook. **Our shared commitment will improve the outcome for our entire community.**

As you read you will see that our reopening plans are grounded in planning for safety and flexibility. As you will read in the following sections, when school does reopen positive COVID-19 cases at school may lead to cohorts, classrooms, grade-levels or even the entire school being closed in response, therefore forcing all of us to return to distance learning.

We all want school open with students back in the classroom. To do this we need collaboration from our community. We need our community to help to slow the spread of the virus. You can help by teaching your students the best practices for slowing the spread of the disease -wearing face coverings when indoors, washing your hands regularly, and avoiding touching your face. During the weeks leading up to school, please practice these behaviors at home so that they are not new when your child arrives at school. If your student is resistant to following these behaviors, please use our CCDS Be Safe, Be Respectful, and Be Responsible values to remind your child that sometimes we have to do things for the greater good of our community. Thank you for your continued support. CCDS is an incredible community, and when we work together there is nothing we can't accomplish.

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2021-22 INSTRUCTIONAL MODELS

CCDS is currently planning for a full in-person instructional model for the 2021-2022 school year.

Full Day, In-Person Instruction

Students are back in school in an instructional model similar to the school day prior to the COVID-19 pandemic.

In-person instruction will be utilized in combination with safety modifications. CCDS will continue to follow health and safety protocols as mandated by the California Department of Public Health (CDPH) and Butte County Public Health (BCPH).

Safety Considerations:

- Facial Coverings (as mandated by CDPH)
- Social Distancing (as mandated by CDPH)
- Cleaning

Independent Study Option

CCDS will be offering short term independent study and independent study for students who are in quarantine or otherwise determined by school administration

Contingency Models are developed in the case of a GOVERNMENT MANDATED adjustment to on-campus learning

Hybrid Learning: to reduce number of students on campus

The Hybrid Model (A and B Cohort Days) will only be utilized if **required** to meet State mandates. All students will have access to in-person learning days in a smaller, cohort model

Distance Learning: Fully online instructional model

Distance Learning is the most restrictive educational environment. Most students will receive no in-person instruction. There may be limited in-person instruction for students with identified needs. **Again, only utilized as mandated.**

Chico Country Day School plans to return to school in the Fall in a full-day in-person instructional model. While we hope to return to and remain in a full time, in-person instructional model for all of 2021-2022, we are making contingency plans to ensure a smooth transition should changes to the school day be mandated by the State. **Listed below is information for both the Full Time In-Person Instructional model as well as contingency plan models.**

FULL TIME IN-PERSON INSTRUCTIONAL MODEL

Students are back in school in an instructional model similar to the school day prior to the COVID-19 pandemic.

Traditional in-person instruction will be utilized in combination with safety modifications. CCDS will continue to follow health and safety protocols as mandated by the California Department of Public Health (CDPH) and Butte County Public Health (BCPH). **Please note that these protocols will change in accordance with changes made by CDPH and/or BCPH.**

Safety Considerations:

- Facial Coverings (as mandated by CDPH)
- Social Distancing (as mandated by CDPH)
- Cleaning

General Guidelines

To ensure a safe and welcoming start of the 2021-22 school year, CCDS has developed the following guidelines:

ON CAMPUS GUIDELINES

Ingress/Egress of Students and Staff

- We will minimize contact at school between students, staff, families and the community at the beginning and end of the school day by providing supervised ingress and egress points on each campus.
- At each classroom entrance/exit, hand sanitizer will be provided. Additionally, signage will reinforce the need to socially-distance, wear face coverings, and wash/sanitize hands regularly.

Social-Distancing in Classrooms/Meeting Spaces

- We will maximize space between seating and desks.
- Teacher and other staff desks will be distanced to the greatest extent practicable
- Student desks will be distanced to the greatest extent practicable

Face Coverings

- All public schools, including CCDS, are required to follow CDPH/BCPH guidelines regarding face coverings. At this time, per CDPH guidelines all individuals are required to wear face coverings indoors regardless of vaccination status. No face coverings are required to be worn outdoors.
- If a student does not have a face covering, staff will provide them with one.
- If a student is not wearing a face covering properly, staff will provide instruction regarding proper face covering.
- If a student continues to wear a face covering improperly or refuses to wear a face covering, they will be referred to administration.
- If a student continues to wear a face covering improperly or refuses to wear one, administration will contact the student's parent/guardian and come up with a plan for successful implementation of the requirement moving forward
- Disposable mask will be available at all entrance points each morning upon arrival for any students needing one

Cafeteria and Recess Protocols

- To the extent possible, students will maintain 3 feet of distance while unmasked for the purpose of eating and drinking
- Workers or other persons handling or serving food must use gloves in addition to face coverings

Co/Extra-Curricular Events

- Assemblies, field work, promotions, Exhibitions of Learning, and Back to School Night events will be held virtually or, if in-person, will follow all safety, social distancing, and masking guidelines.

Cleaning and Disinfecting

- Daily cleaning and disinfecting will be done by CCDS custodial staff
- Classrooms will be supplied with hand sanitizers and cleaning supplies
- Sharing of Equipment/Materials- Students and staff are requested to clean shared classroom equipment on a regular basis.

HYBRID IN-PERSON INSTRUCTIONAL MODEL

The Hybrid Model (A and B Cohort Days) will only be utilized if required to meet State mandates.

The Hybrid Model allows for a more restrictive educational environment. Students attend school utilizing a modified schedule to limit student interactions on campus and increase social distancing capabilities.

- Asynchronous work will be available to students via Altitude Learning and all students will have daily instruction via video conferencing and teacher-led instructional videos.
- All students will have access to in-person learning days in a smaller, cohort model.

DISTANCE LEARNING (NO IN-PERSON) INSTRUCTIONAL MODEL

The Distance Learning Model will only be utilized if required to meet State mandates.

Distance Learning is the most restrictive educational environment. Students receive instruction

remotely in an online model. Most students will receive no in-person instruction. There may be limited in-person instruction for students with identified needs.

- There will be daily instruction utilizing Altitude Learning and daily online teacher instruction. Standards-based instruction and assessment will continue.

Transition Between Schedules

- CCDS will transition to State mandated instructional models as directed by the State. Schools will transition back to in-person instructional models within 10 school days of State Mandates being changed.

CA FRAMEWORK FOR A RESTORATIVE RESTART

THE FIRST SIX WEEKS

Restorative Restart

There is one bold move districts can make in the coming months. Every California district should take **6 weeks** to offer students, families, and educators a restorative restart. During this time, district and school leaders and staff should prioritize the following practices and then continue to expand them year round.



Center
Relationships



Address Whole
Child Needs



Strengthen
Staffing &
Partnerships



Make Teaching &
Learning Relevant
& Rigorous



Empower Teams
to Reimagine &
Rebuild Systems

[Reimagine and Rebuild CA Schools Site](#)

ADDITIONAL ONLINE RESOURCES

State of California Safe Schools For All Hub

California's Safe Schools for All Plan provides the support and accountability to establish a clear path to minimize in-school transmissions and enable, first, a phased return to in-person instruction, and then ongoing safe in-person instruction.

The Safe Schools For All Hub consolidates key resources and information related to COVID-19 and schools. New resources will be added to the Hub on a routine basis.

- <https://schools.covid19.ca.gov/>

Butte County Department of Public Health

- <http://www.buttecounty.net/ph/covid19/vaccin>

Student Illness and Staff Illness

CCDS will follow the Butte County Public Health Guidance for Schools Regarding COVID-19 Exposure if and when a student or staff is diagnosed with COVID-19.

Guidance for School Regarding COVID-19 Infection and Exposure (Butte County Health)

The purpose of the guidance is to help schools determine next steps when being notified that a person has been diagnosed with COVID-19 or has been exposed to a person diagnosed with COVID-19. This guidance is not intended to replace medical evaluation or any other recommendations by the [U.S. Centers for Disease Control and Prevention \(CDC\)](#) or the [California Department of Public Health \(CDPH\)](#).

All information is subject to change.

BACKGROUND

Coronavirus Disease 2019 (COVID-19) is an infection caused by a virus that can spread from person to person through respiratory droplets when a person coughs or sneezes. While it is primarily spread by coming into close contact (about 6 feet) of a person who is infected with COVID-19, it may also be spread by touching a surface with the virus on it and then touching your mouth, nose, or eyes.

There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19. This includes staying home as much as possible, avoiding close contact with others, cleaning and disinfecting frequently touched surface, and washing your hands with soap and water or using an alcohol-based hand sanitizer.

Anyone who is ill should stay home. Symptoms may appear 2-14 days after exposure to the virus. Symptoms of COVID-19 include, but are not limited to:

● Fever or chills	● New loss of taste or smell
● Cough	● Sore throat
● Shortness of breath or difficulty breathing	● Congestion or runny nose
● Fatigue	● Nausea or vomiting
● Muscle or body aches	● Diarrhea
● Headache	

Everyone is at risk of getting COVID-19, but some people are at higher risk for more severe illness, including hospitalization and death. Persons who are at higher risk include those who are over 65 years of age and people with [serious underlying medical conditions](#), particularly if not well controlled. More details regarding people who may be at

higher risk can be found online at

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html>.

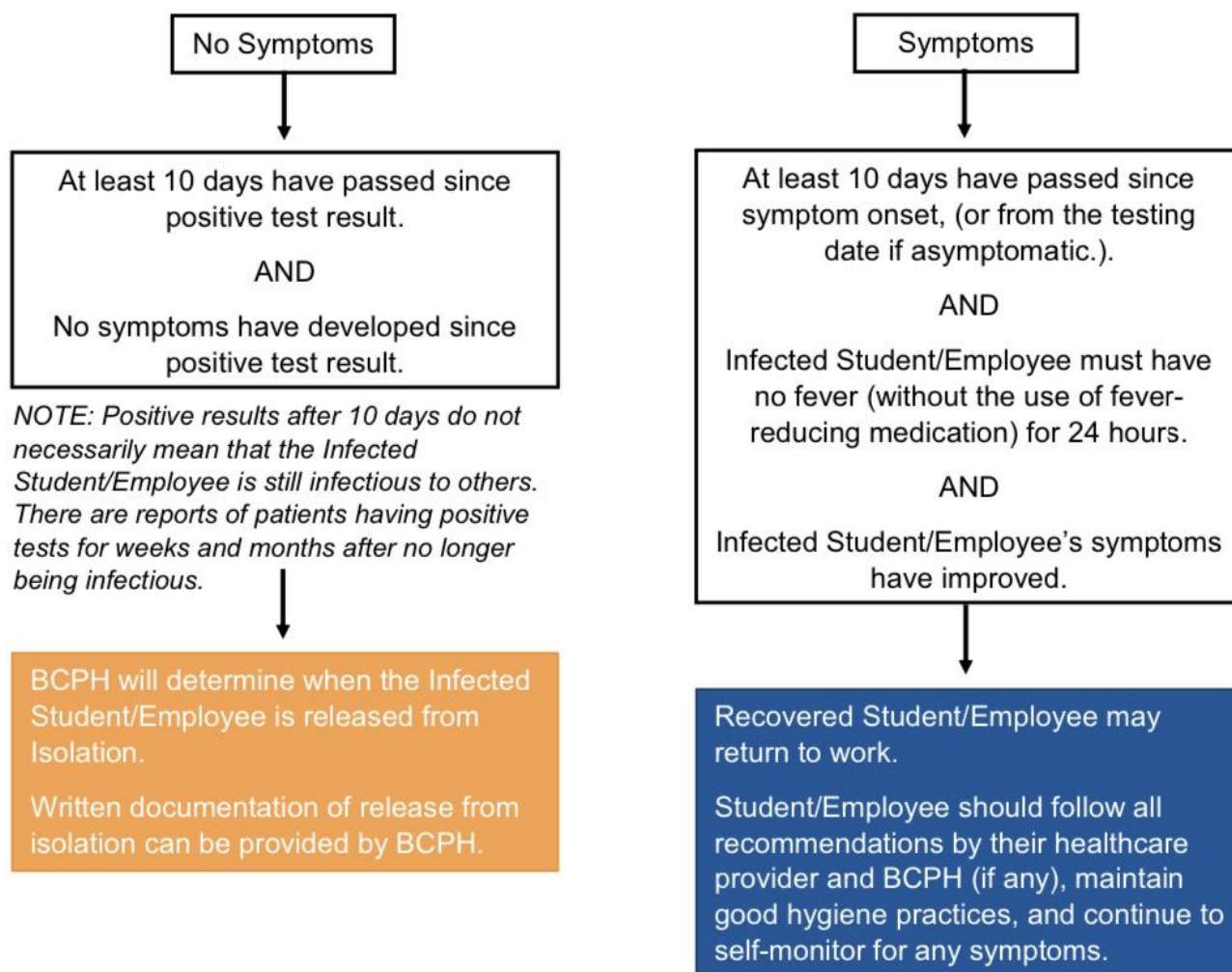
When a Student/Employee Tests Positive for COVID-19



Returning to School after Testing Positive for COVID-19

Infected Students/Employees who have been diagnosed with COVID-19 may not return to work until they meet the CDC criteria for discontinuation of isolation. Butte County Public Health (BCPH) will utilize the following Symptom/Time based strategy.

BCPH determines if the patient had symptoms consistent with a COVID-19 infection regardless if it is before or after testing.



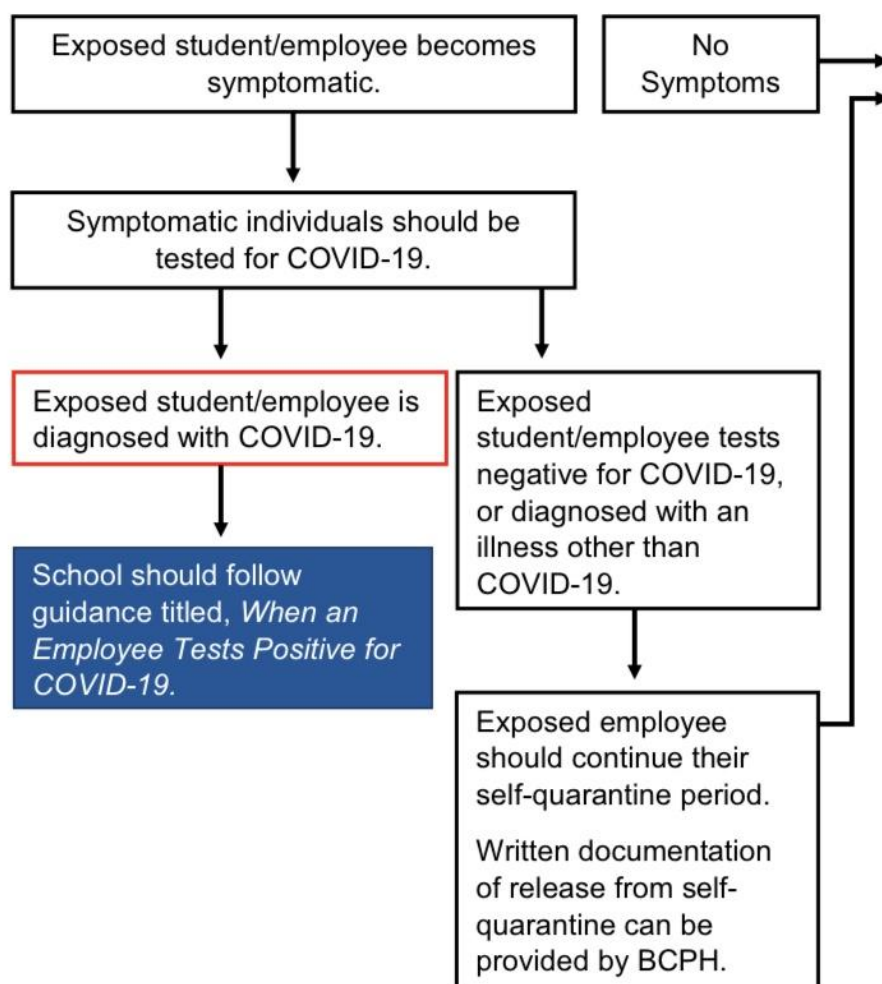
Close Contacts to a Lab-Confirmed COVID-19 Case

Butte County Public Health will provide follow up to close contacts. Close contact is defined as being within 6 feet of a person during their infectious period for 15 minutes or longer. This can occur 2 days before symptoms appear or the positive test is collected, and during the first 10 days from symptom onset or the positive COVID-19 test.

BCPH will monitor Student/Employee for symptoms during their quarantine period. It is recommended that all those in quarantine get tested for COVID-19 on day 3 to 5 and day 14 of their quarantine period.

Allow exposed student/employee to learn/work remotely during self-quarantine if able to from home.

Allow exposed student/employee to return to school 14 days after their last exposure to the person who tested positive as long as they remain asymptomatic.



Displaying Symptoms at School

If a student or staff member is exhibiting symptoms at school, they will be asked to isolate in a designated, supervised & safe location, away from others, while they wait for parents to arrive. Parents will be asked to check in at the office and students will be brought to the parent from the designated area.

Recess

We believe that every student needs time to run, play, and laugh with their peers. We will be following health and safety guidelines to create structured play areas for cohorts of students to enjoy recess safely before returning to class.

Physical Education, Music and Art

Our Specialty courses are a part of what makes our CCDS program unique and engaging. We are committed to continuing with these important courses, however, this year they may look different. Based on the health and safety guidelines, students should not move from classroom to classroom and regroup into new cohorts. Therefore, when and if we reopen we will be structuring the day to ensure that students maximize time in their homeroom and develop ways to deliver Science, Music, Art, Spanish, and PE to our students each week. This could include live streaming into classrooms, embedding standards into recess play, or using distance learning time to fulfill some of these learning plans.

Tiered Support

Commitment to Personalization

Overview

This section of our reopening addendum will continue to evolve with information as it becomes available. This section of our planning is focused on our commitment to ensure our pillar of personalization. It is through this pillar that we make decisions based on the individual strengths and circumstances of each of our community members.

Special Education, 504, SST, and RtI

CCDS is committed to providing multi-tiered support to meet individual student needs and ensure academic, behavior, and social emotional growth. To assist in this work CCDS will continue to schedule and facilitate personalized meetings, when needed, to collaborate with our families. This year, as we did in the spring of 2020, we will continue to hold these meetings virtually or if possible in a social distance setting.

Social Emotional Learning and Support

CCDS is committed to developing the whole student, and now more than ever this commitment is needed. We recognize the impacts of isolation that have come from our region's response to COVID-19 and will work hard to build safe and supportive community classrooms that engage in social-emotional development daily. We will continue to hold morning meetings, utilize a responsive classroom, and focus on our 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 return to school in the fall. We are available to work with families to design appropriate responses to the needs of each child.

Counseling and 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:

National Suicide Prevention Lifeline - The lifeline provides 24/7, free and confidential support for people in distress, prevention, and crisis resources for you and your loved ones. Phone Number: 1-800-273-8255 or CHAT by visiting this [link](#).

24/7 Butte County Crisis Line: 530-891-2810

27/7 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 1-877-4-786-2929

24/7 Disaster Distress Helpline: 1-800-985-5990 or TEXT TalkWithUs to 66746

Drop Off and Pick Up

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

It is important to note that we welcome families walking students to the entrance gate at drop off, or using our car drop off zones. However, parents may not proceed onto campus. We do encourage social distancing during drop off. After-school pickup will be facilitated by school staff. This will allow for curbside pick up without parents entering campus.

Appendix A. 2021-2022 Staff

Director of Education: Wendy Fairon

Director of Student Affairs: Claudia Trout

Director of Student Support Services: Amie Parent

Chief Business Officer: Margaret Reece

Office Manager: Stacy Ferguson

Parent/Community Liaison: Irene Henkins

Human Resources: Pamela Wilson

Middle School Front Office - Jamie Beauchane

Accounts Payable & Data Coordinator: Lisa Hoppe

Transitional Kindergarten - Nicole Nye

Kindergarten Teachers: Anne Marie Chik, Serena Hawkley, Victoria Pierson

First Grade Teachers: Susan Efseaff, Karin Daverson, Grace Taylor

Second Grade Teachers: Lisa Janke, Christine Stedman,

Third Grade Teachers: Debbie Hardesty, Shannon Lawson, Nicole Hardoy

Fourth Grade Teachers: Alison Zuris, Denai Rubio

Fifth Grade Teachers: Signe Miller, Sarah Burgoon

Sixth Grade Teachers: Sarah Peterson-Young, Miranda Taylor

Seventh/Eighth Grade Teachers: Marijeanne Birchard, David Eubanks, Nicholas Hunsicker, Kyle Norton

STEM Teacher: Cindy Towner

Middle School Physical Education Teacher: Michael Armenta

Education Specialists: Jenna Buhring, Tyson Anderson

Independent Study: Stacey Owen

School Social Worker: Christina Hudson

School Psychologist: Gabrielle Chaplin

School Nurse: Natalie Wren

Speech Therapist: Andi Jackson

Adaptive Physical Education Teacher: Carly DeMartini

Art Teacher: Judie Hall

Music Teacher: Ruth Greenfield

Band Director: Teddy Greenfield

After School Program: Angela Cherry

Preschool: Kerri Cooley, Patty Currie, Katlin Redding

Academic Coaches: Shelley Buchanan, Emily MacGibbon, Kendall Zepeda, Nikolai Novikov, Julee Williams, Jessika Wilks

Yard Duty Supervisor: Jessica Wilks

Yard Duty Aides: Jeff Hall

Cafeteria Manager: Venus Picard

School Facility Manager: Stuart Langford

Custodians: Paul Crosbie

Athletic Director: Michael O'Connor

Volleyball Coaches: Pamela Wilson

Girls & Boys Basketball Coaches: Chris Nixon, Jordan Williams

Cross Country Coach: Nikolai Novikov

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 federal or state laws or regulations governing educational programs. 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’ employment policies.

Complaints Under the UCP

A UCP complaint is a written and signed statement by a complainant, including a person’s duly authorized representative or an interested third party, public agency, or organization, alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of CCDS’ Local Control and Accountability Plans (“LCAP”). A UCP complaint must be filed according to the procedures set forth herein.

Complaints Regarding Programs and Activities

Complaints of violations 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:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- Foster and Homeless Youth Services
- California Peer Assistance and Review Programs for Teachers
- Child Care and Development
- Career Technical and Technical Education; Career Technical; Technical Training
- Child Nutrition
- Consolidated Categorical Aide
- Economic Impact Aid
- Every Student Succeeds Act / No Child Left Behind (2001) Programs
- Migrant Education
- State Preschool

- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education

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. A pupil shall not be required 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. A “pupil fee” is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers.

“Educational activities” are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities. A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints Regarding LCAP

Complaints concerning CCDS’ LCAP (Education Code § 52075) are subject to this UCP and will be investigated by CCDS. 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 identified pursuant to Education Code § 52060(d).

Complaints of Discrimination, Harassment, Intimidation and/or Bullying

Complaints of discrimination, harassment, intimidation, and/or bullying of a student as identified in Education Code §200 and 220 and Government Code §11135, including any actual or perceived characteristics set forth in Penal Code §422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical

disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any programs or activities conducted by CCDS which is funded directly by, or that received or benefits from any state financial assistance, are subject to this UCP and will be investigated by CCDS. Any CCDS personnel who witness an act of discrimination, harassment, intimidation or bullying, shall take immediate steps to intervene when safe to do so as required by Education Code § 234.1.

Complaints may be based on discrimination, harassment, intimidation, and/or bullying that occurs employee-to-student, student-to-student, and/or third party conduct to a student. Such complaints may also include allegations of failure to provide reasonable accommodations to a lactating pupil on campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding pursuant to Education Code § 222.

UCP Annual Notification

CCDS shall ensure annual dissemination of this UCP to all students, employees, parents or guardians of its students, school advisory committee members, appropriate private school officials or representatives (if applicable), and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying. The annual UCP notice shall be in English. If 15% or more of students enrolled at CCDS speak a single primary language other than English, the annual notice shall be provided in that language as well pursuant to Education

Code § 48985. This UCP shall be available in CCDS' main office and copies shall be made available free of charge.

Confidentiality and Non-Retaliation

Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to only those persons with a need to know within the confines of CCDS' reporting procedures and investigative process. CCDS will make every effort to keep as confidential the identity of a complainant alleging discrimination, harassment, intimidation, or bullying.

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.

Designation of Responsible Employee

CCDS hereby designates the individual(s) identified below as the employee(s) responsible for receiving, investigating and responding to complaints and acting as the compliance officer(s) responsible for handling complaints under this UCP, referred to herein as the "Responsible Employee."

Claudia Trout, DIRECTOR OF STUDENT AFFAIRS
102 W 11th St.
Chico, CA 95928 (530) 895-2650

The Responsible Employee may designate another representative of CCDS to serve in this role, who for the purposes of this UCP, shall be included within the definition of "Responsible Employee."

The Responsible Employee shall promptly notify the complainant and respondent, if applicable, if another employee has been designated to handle the complaint.

In no instance shall the Responsible Employee be assigned to a complaint in which he or she has a bias or conflict of interest that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee's ability to investigate the complaint fairly and without bias shall be filed with the Dean of Students, or other appropriate CCDS official, who shall determine how the complaint will be investigated.

CCDS will ensure that employees assigned to investigate complaints are knowledgeable about the laws and programs at issue in the complaints for which they are responsible. The Responsible Employee may consult with legal counsel as permitted by the Director of Education or designee.

The Responsible Employee shall determine whether interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee 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 Responsible Employee 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 and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by CCDS that are subject to this UCP.

All parties involved in allegations shall be notified by the Responsible Employee 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, public agency, or organization may file a written complaint of alleged noncompliance by CCDS. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a parent or guardian. A complaint form is included with these policies, but complaints do not need to be filed with this form.

If a complainant is unable to prepare a written complaint due to conditions such as disability or illiteracy, the complainant can receive assistance from CCDS staff.

Complaints shall be filed with the Responsible Employee at the address provided herein. The Responsible Employee will maintain a log of complaints and subsequent related actions, in compliance with Title 5, California Code of Regulations, §§ 4631 and 4633.

The Responsible Employee 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.

- **Timing of Complaints**- A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. If the complaint is not timely filed, the complainant will be notified of his or her right to appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint. Pupil fee complaints shall be filed no later than one (1) year from the date the alleged violation occurred with the Responsible Employee or designee.

- **Anonymous Complaints** - Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code § 49010 et seq. (pupil fees). Complaints related to LCAP compliance may also be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code § 52075.

Step 2: Mediation (Optional)

Within ten (10) workdays of receiving the complaint, the Responsible Employee and complainant may mutually agree to mediation. The Responsible Employee shall make arrangements for any mutually agreed upon mediation that will allow both the complainant and CCDS to present relevant evidence. The Responsible Employee shall inform the complainant that the mediation process may be terminated at any time and proceed directly to an investigation. In the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the mediator must agree to keep confidential any information obtained through mediation. 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 or within the parameters of law, the Responsible Employee shall proceed with his/her 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

In order to investigate the complaint, the Responsible Employee shall have access to applicable CCDS records and/or information related to the complaint allegations. As part of his or her investigation, the Responsible Employee 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 information 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. o When necessary, seek clarification on specific complaint issues.

Refusal to provide the Responsible Employee 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 his or her representatives may result in dismissal of complaint because of a lack of evidence to support the allegation. Refusal to provide the Responsible Employee with documents or other evidence related to the allegations in the complaint, or 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: Board Review

CCDS' Board may consider the complaint at its next regular meeting or at a special meeting convened in order to meet the 60 calendar day total time limit within which the complaint must be answered. Based on all the evidence obtained during the investigation, the Board may approve, modify or reject the Responsible Employee's proposed decision and issue a final decision

that meets the requirements set forth herein. The Board may also decide not to hear the complaint, in which case the Responsible Employee's decision shall be final.

Step 5: Final Written Decision

The Responsible Employee shall prepare and send to the complainant a written report of the investigation and final decision within sixty (60) days of CCDS' receipt of the complaint, unless extended by written agreement with the complainant. CCDS' decision shall be written in English and, when required by law, in the complainant's primary language. The decision shall include:

- The finding(s) of fact based on the evidence gathered;
- The conclusion(s) of law;
- Disposition of the complaint;
- Rationale for such disposition;

Corrective action, if any are warranted, including, with respect to a pupil fee complaint, a remedy that comports with Education Code § 49013(d) and Title 5, California Code of Regulations, § 4600(u);

Notice of the complainant's right to appeal CCDS' decision to the CDE; and o Procedures to be followed for initiating an appeal to the CDE.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

In no event shall a decision under this section include identifying information of a student or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against the student or employee. If a student or employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the student or employee was informed of CCDS' expectations.

If CCDS finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in our school district, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education Instructional Minutes (grades one through eight), we shall provide a remedy. If CCDS finds merit in a complaint regarding Course Periods without Educational Content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in CCDS, the remedy shall go to the affected pupil. If CCDS finds merit in a complaint regarding Pupil Fees, Physical Education Instructional Minutes and LCAP, the remedy shall go to all affected pupils and parents/guardians. CCDS, in good faith will engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid an unlawful pupil fee within one year prior to the filing of the complaint.

Appeal Process

A complainant may appeal CCDS' decision by filing a written appeal within 15 days of receiving the decision to the California Department of Education ("CDE"). This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied. The appeal must be sent to CDE with: (1) a copy of the original locally filed complaint; and (2) a copy of CCDS' decision of this original locally filed complaint.

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

Appeals of decisions regarding special education compliance should be sent to:

California Department of Education
Special Education Division - Procedural Safeguards Referral Service
1430 N Street
Sacramento, CA 95814

The CDE may directly intervene in the complaint without waiting for action by CCDS when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which CCDS has not taken action within sixty (60) days of the date the complaint was filed with CCDS. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

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.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if CCDS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, § 4622.

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	
ADDRESS (NUMBER, STREET, APARTMENT NUMBER, CITY, STATE AND ZIP CODE)			
EMAIL ADDRESS		TELEPHONE NUMBER	
COMPLAINANT WILL NEED THE ASSISTANCE OF AN INTERPRETER <input type="radio"/> Yes (specify the language to be spoken by <input type="radio"/> No the interpreter)			
COMPLAINANT IS A: <input type="radio"/> Student <input type="radio"/> Parent/Guardian <input type="radio"/> Employee <input type="radio"/> Agency <input type="radio"/> Public <input type="radio"/> Organization			
THIS COMPLAINT IS BEING FILED ON BEHALF OF: <input type="radio"/> Myself <input type="radio"/> A student (not the complainant named above) <input type="radio"/> Other (specify)			
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:

- | | |
|--|---|
| <input type="checkbox"/> Discrimination, Harassment, Intimidation, and/or Bullying | <input type="checkbox"/> Career Technical Education |
| <input type="checkbox"/> Education for Foster Youth, Homeless Youth, Former Juvenile Court School Students, or Military Dependents | <input type="checkbox"/> Child Nutrition |
| <input type="checkbox"/> Every Student Succeeds Act/No Child Left Behind | <input type="checkbox"/> Consolidated Categorical Aid |
| <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Pupil Fees |
| <input type="checkbox"/> Reasonable Accommodations to a Lactating Student | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Other Basis from CCDS UCP:
_____ | <input type="checkbox"/> Sexual Harassment |
| | <input type="checkbox"/> Special Education |

For complaints alleging discrimination, harassment, intimidation, and/or bullying, indicate the actual or perceived protected characteristics upon which the alleged conduct is based:

- | | | |
|--|--|--|
| <input type="checkbox"/> Race or ethnicity | <input type="checkbox"/> Religion | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Color | <input type="checkbox"/> Age | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Marital status | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Nationality | <input type="checkbox"/> Pregnancy | <input type="checkbox"/> Gender identity |
| <input type="checkbox"/> National origin | <input type="checkbox"/> Parental status | <input type="checkbox"/> Gender expression |
| <input type="checkbox"/> Immigration status | <input type="checkbox"/> Physical or mental disability | <input type="checkbox"/> Genetic information |
| <input type="checkbox"/> Ethnic group identification | <input type="checkbox"/> Other _____ | |

FOR OFFICE USE ONLY

Date Received _____

Received by _____

Title _____

Investigation _____ Outcome _____

Final written decision sent to complainant on _____

Appeal filed with CDE? Yes _____ No _____

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.). 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 school and/or district staff you have contacted:

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 individual:

Claudia Trout, DIRECTOR OF STUDENT AFFAIRS
102 W 11th St.
Chico, CA 95928 (530) 895-2650

Appendix C: Behavior Expectation Plan at Chico Country Day School

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 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 the 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?)

Positive reinforcements may include:

1. Eagle Eyes are given to students who demonstrate our universal behaviors. Students may turn these in for special drawings.
2. Individual classroom incentives.

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 weapon 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.

Universal Expectations

	Be Safe	Be Respectful	Be Responsible
All Classrooms and Common Areas	Keep your hands, feet and objects to self. Walk to the right at all times. Use equipment and materials appropriately.	Use appropriate language and voice level. Clean up after self.	Take proper care of all school equipment. Leave toys or other personal belongings at home.
Arrival and Dismissal	Arrive on time. When you arrive, put backpack in your designated area. At dismissal, stay in the pick up zone on the campus side of the sidewalks.	Be an active listener. Hands and feet to self.	Be in class line by the second bell.
Bathrooms	Walk. Report unsafe conditions.	Use appropriate language and voice level. Respect the privacy of others.	Use the bathroom for its intended purpose.
Cafeteria/Lunch Area	Keep your hands and feet to self. Eat only your food. Playground equipment is not permitted in eating areas.	Use appropriate language and voice level. Listen and follow adult directions	Remain seated until signal for dismissal. Clean up trash and belongings. Pack it in, pack it out!
Gym	Keep your hands and feet to self. Use playground equipment how and where it is intended	Use appropriate language and voice level. Listen and follow adult directions.	Return equipment.

Passing Periods	Keep your hands, feet and objects to self. Walk to the right at all times.	Listen and follow directions the first time. Help others.	Stay with your group or class when traveling together. Travel on pathways destination to destination.
Recess	Keep your hands and feet to self. Use playground equipment how and where it is intended Stay in assigned areas.	Be an active listener.	Freeze at the bell and return to class. Return equipment.

Suspension and 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:

1. **Mandatory Suspension.** A student shall be suspended with a mandatory recommendation for expulsion where he/she is found to have:

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

2. **Discretionary Suspension.** A student may be suspended for any of the following offenses:

a. 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.

b. 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.

c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.

d. Physical assault including, but not limited to aiding or abetting in the same.

- e. Damage to school or private property including, but not limited to attempted or caused damage.
- f. Sexual harassment.
- g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of “cyber-bullying.”
- h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
- i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
- j. Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.
- k. 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.

3. Mandatory Expulsion. A student shall be expelled when it is determined that the student:

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

4. Discretionary Expulsion. A student may be expelled for any of the following offenses:

- a. 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.
- b. 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.
- c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
- d. Physical assault including, but not limited to aiding or abetting in the same.
- e. Damage to school or private property including, but not limited to attempted or caused damage.
- f. Sexual harassment.
- g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of “cyber-bullying.”
- h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
- i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
- j. Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.
- k. 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 Students 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).

Suspensions

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.

Expulsions

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 Students 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 Director of Student Affairs' Determination

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.

Special Education Memorandum of Understanding between Nord Country School and Chico Country Day School

This special education memorandum of understanding (“MOU” or “Agreement”) is between Nord Country Charter School (NCS) and Chico Country Day School (“CCDS”), which are referred to as the “parties”.

RECITALS:

- A. NCS is a charter school authorized by Chico Unified School District (CUSD). NCS operates as an independent Local Education Agency (“LEA”) member of the El Dorado County Charter SELPA for purposes of special education.
- B. CCDS is a charter school authorized by the Chico Unified School District. CCDS operates as an independent LEA member of the El Dorado County Charter SELPA for purposes of special education.
- C. NCS wishes to contract with CCDS for CCDS’s provision of School Psychology services to NCS students, as more fully discussed in this MOU.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the parties do hereby agree as follows:

1. Purpose

The purpose of the MOU is to ensure that NCS students are provided with assessments in the area of school psychology by CCDS when required and in conformity with their IEPs. It is agreed that NCS shall retain all financial and legal responsibilities under the Individuals with Disabilities Education Improvement Act (“IDEA”) and related federal and California laws for NCS students served by CCDS in accordance with this MOU. NCS shall remain liable for all complaints, mediations, due process matters and/or other litigation initiated by or on behalf of NCS students which arise under such laws. CCDS's sole responsibility with respect to NCS students is to assist NCS in conducting psychological assessments, assisting in developing IEPs for students, and providing School Psychology services described in the student’s IEP. Thus, CCDS shall only be considered a service provider and not the responsible LEA for any NCS student and shall incur no costs associated with the provision of these services, all of which shall be paid by NCS as set forth in this MOU. Unless the parties agree otherwise in writing, CCDS is not required to provide anything beyond what is specifically identified in this MOU. Any and all additional assessments, program, placement and services shall be the responsibility of NCS.

2. Evaluations/Assessments

At the request of NCS, CCDS shall timely conduct initial and reevaluation assessments of students limited to the following areas: cognitive, psychological processing, social/emotional, behavior, academic performance, and communication. CCDS shall consult with NCS staff when selecting and conducting assessments and shall assist NCS staff in preparing the assessment plan.

3. Individualized Education Plan Development/FAPE

CCDS will assist NCS in developing written individualized education plans (IEP) for students with exceptional needs through the IEP team process, by providing a School Psychologist at .20 FTE. A calendar outlining the expected workdays of the School Psychologist is attached in Exhibit A. NCS shall be responsible for ensuring the IEP team shall have all legally mandated members, including but not limited to an ACS administrator or designee. CCDS shall provide collaborative input to NCS in its development of IEPs. CCDS shall participate in IEP meetings to report on assessments, or any other service provided under this MOU. NCS and CCDS will collaboratively schedule all IEP meetings in which CCDS may be involved. An NCS administrator or designee will serve as the Administrator of Record at each IEP meeting. NCS shall be responsible to make an offer of a free appropriate public education ("FAPE") for NCS students.

CCDS shall do the following to assist in IEP development and implementation for NCS students who receive Section 2 listed services pursuant to their IEP:

- (a) Track referral, assessment, and all IEP timelines.
- (b) Assist NCS in drafting IEPs and IEP Addendums including present levels of performance, goals and objectives, accommodations and modification in the areas listed in section 2.
- (c) Assist NCS in developing its offer of FAPE related to the area listed in Section 2.
- (d) Ensure that progress reports from CCDS service providers are provided to parents in accordance with the student's IEPs.
- (e) Assist NCS in ensuring that student's services listed in Section 2 are being implemented in accordance with the IEP.
- (f) Assist NCS with investigating and responding to compliance complaints, special education audits, and other investigations or complaints related to services listed in Section 2.

4. Special Education Services

The IEP team shall have responsibility for determining the appropriate placements and services for NCS students with exceptional needs in accordance with applicable laws. NCS shall be responsible for providing placements for special education students in accordance with the student's IEP, which shall be provided in the least restrictive environment and shall be consistent with state and federal laws and regulations.

CCDS will provide the following services to NCS related to special education functions, in accordance with the Fiscal Agreement identified in this MOU:

- (a) CCDS will provide only school-based consultation services to special education students in accordance with their IEPs.

- (b) In order to implement the services identified in paragraph 4(a), CCDS shall employ appropriately qualified personnel. CCDS school psychology staff and services will be provided both on and off NCS's site, as CCDS and NCS administrators determine appropriate.
- (c) As the school psychology staff may be serving other schools with different calendars, the service provider will follow the calendar of the school site where the greatest percentage of time is spent.

5. Additional NCS Obligations

NCS shall:

- (a) Pay CCDS for services identified herein, consistent with the Fiscal Agreement set forth in paragraph 9 below.
- (b) Provide CCDS personnel with appropriate designated workspace for the delivery of services within NCS buildings as assigned.
- (c) Provide internet data connections in workspaces designated for CCDS personnel at the NCS site.
- (d) Be responsible for funding all regional program assessments and services through the El Dorado County Charter SELPA bill-back process.
- (e) Contracting with any and all nonpublic agencies, nonpublic schools, or other providers for assessments, services, and placements of students, as necessary.
- (f) Implement all general education accommodations, modifications, and services specified in students' IEPs.
- (g) Ensure the attendance of appropriate NCS personnel who are required to attend IEP meetings, including an NCS administrator or designee and general education teacher(s).
- (h) Store confidential files at the NCS site.
- (i) Provide all necessary low incidence materials and equipment in accordance with student's IEPs.
- (j) Provide psychologist with assessment results a minimum of 72 hours prior to a scheduled IEP meeting. The CCDS staff will communicate assessment results 24 hours prior to a scheduled IEP meeting.

6. Dispute Resolution

In the event that either party disputes the meaning of the terms of this agreement, the parties shall attempt to resolve the dispute in good faith first through a joint meeting of their representatives. If an agreement cannot be reached through the joint meeting, then the parties agree to attempt to

resolve the dispute in a meeting with the El Dorado County Charter SELPA Director or their designee. If agreement cannot be reached with the assistance of the El Dorado County Charter SELPA, then any party may seek remedy in the appropriate court of law.

7. Due Process and/or Litigation

NCS assumes full responsibility for the provision of communication assessments and speech and language therapy services to NCS students. It shall be the financial and legal responsibility of NCS to handle any and all legal disputes and claims, including but not limited to, negotiating settlement agreements, mediations, due process hearings, compliance complaints and any and all other legal actions related to a student's educational program pursuant to this MOU. If CCDS is named as a party to a legal dispute, NCS will cooperate in dismissing, with prejudice, CCDS as a party. If NCS is unable to obtain dismissal of CCDS as a party to a dispute, NCS shall fully defend and indemnify CCDS in said proceedings in accordance with the Indemnification provision in paragraph 8 below. CCDS shall fully cooperate with NCS in any legal dispute, including making its employees and documents available.

8. Indemnification

NCS shall protect, defend, indemnify, forever hold harmless and assume the costs of defense, including attorneys' fees, of CCDS, its Board, officers, members, representatives, agents, guests, invitees, and/or employees, from and against any and all liabilities, claims, losses, judgments, damages, demands or expenses resulting from or related to the policies and procedures of the El Dorado County Charter SELPA, the requirements of the IDEA, California Education Code section 56000 and following sections, Title 5 of the California Code of Regulations section 3000 and following sections, the Americans with Disabilities Act, and/or Section 504 or any other causes of action, including but not limited to actions related to or arising from CCDS's obligations under this Agreement. NCS shall indemnify CCDS and its Board, officials, employees and agents against any remedies, including compensatory education, reimbursement, money damages, attorneys fees and/or costs that may be awarded or agreed to, for failure to provide appropriate and/or compliant special education and related services.

9. Fiscal Agreement

CCDS will bill NCS in advance for school psychology on a monthly basis, for 10 months, at the rate of:

- School Psychology:
 - a. 0.20 FTE or equivalent of 39 days based on the employee's position on the CCDS Certificated Management Salary Schedule and a contract of 195 working days. Any additional days of work required by NCS shall be requested in writing and approved by both NCS and CCDS administrators. NCS will be billed at the employee's daily rate, daily benefit costs plus a 2% fee based on the daily amounts.
 - b. Twenty percent (20%) of the benefit cost of the employee, including STRS, payroll fees and other fees associated with an employee.

- Mileage rate equal to the IRS Standard Mileage Rates, if applicable.
- Actual costs of translation services as needed and requested by NCS for any reports and assessments performed by CCDS staff.
- 2% Administrative Fee based upon the salary and benefit rates listed above.

NCS has thirty (30) days from the date of billing to issue payment to CCDS.

10. Agreement / Term

- (a) This MOU constitutes the entire understanding between parties and supersedes any prior or concurrent agreement, oral or written, between or among CCDS and/or NCS concerning its subject matter. Any modification to this MOU shall be effective only if in writing and signed by all parties. If any provision or any part of this MOU is for any reason held to be invalid or unenforceable or contrary to public policy, law, or statute, and/or ordinance, the remaining provisions of this MOU shall not be affected thereby and shall remain valid and fully enforceable.
- (b) The term of this Agreement and services shall commence on July 1, 2021 and continue through June 30, 2022.
- (c) CCDS will seek advisement and input from NCS in regards to periodic program evaluation and evaluating delivery of psychological services. NCS retains the ability to perform an independent evaluation of the School Psychologist services provided. CCDS retains the sole responsibility to perform staff evaluations of CCDS employees who implement services in accordance with this MOU; however, CCDS is invited to collaborate with NCS staff in this regard as needed.
- (d) This Agreement has been made and entered into the State of California and the laws of said State will govern the validity and interpretation of this Agreement.
- (e) The persons signing this MOU warrant that they are duly authorized to sign it on behalf of the persons and entities being bound.
- (f) This Agreement may be executed in counterparts, all of which, taken together, shall be deemed an original.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

On Behalf of Nord Charter School

Date: _____ By: _____

NCS Director

On Behalf of Chico Country Day School

Date: _____ By: _____

CCDS Special Education Director

Memorandum of Understanding between Nord Country School and Chico Country Day School

This memorandum of understanding (“MOU” or “Agreement”) is between Nord Country School (Nord) and Chico Country Day School (“CCDS”), which are referred to as the “parties”.

RECITALS:

- A. Nord is a charter school authorized by Chico Unified School District.
- B. CCDS is a charter school authorized by the Chico Unified School District.
- C. Nord wishes to contract with CCDS for CCDS’s provision of School Social Worker services to Nord students, as more fully discussed in this MOU.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the parties do hereby agree as follows:

1. Purpose

The purpose of the MOU is to ensure that Nord students are provided with school social work services by CCDS. It is agreed that Nord shall retain all financial and legal responsibilities under the Individuals with Disabilities Education Improvement Act (“IDEA”) and related federal and California laws for Nord students served by CCDS in accordance with this MOU. Nord shall remain liable for all complaints, mediations, due process matters and/or other litigation initiated by or on behalf of Nord students which arise under such laws. CCDS shall only be considered a service provider and not the responsible LEA for any Nord student and shall incur no costs associated with the provision of these services, all of which shall be paid by Nord as set forth in this MOU. Unless the parties agree otherwise in writing, CCDS is not required to provide anything beyond what is specifically identified in this MOU.

2. Services of the school social worker may include:

- (a) Providing school counseling and social work services to students and parents regarding mental health or school related issues and providing information and referral to community services;
- (b) Providing school social work case management services for students and families;
- (c) Communicating with students, families, caregivers, and health care providers
- (d) Serving as a mental health consultant and providing in-service programs to staff on a variety of mental health topics;
- (e) Promoting a healthy school environment for emotional and physical safety;
- (f) Performing federal and state mandated tasks including but not limited to child abuse reporting;
- (g) Providing routine direct mental healthcare services and referrals;

- (h) Maintaining, protecting and managing confidential electronic and written student records.

3. Additional Nord Obligations

Nord shall:

- (a) Pay CCDS for services identified herein, consistent with the Fiscal Agreement set forth in paragraph 7 below.
- (b) Provide CCDS personnel with appropriate designated workspace for the delivery of services within Nord buildings as assigned.
- (c) Provide internet data connections in workspaces designated for CCDS personnel at the Nord site.
- (d) Provide a locked file cabinet in which to store confidential mental health files or notes at the Nord site.
- (e) Maintain Commercial General Liability on an “occurrence basis” with a limit of \$1,000,000 per occurrence and \$2,000,000 in the aggregate, for bodily injury, death, and property damage and provide a Certificate of Insurance to the CCDS business officer verifying the minimum coverage and naming CCDS as additional insured.

4. Dispute Resolution

In the event that either party disputes the meaning of the terms of this agreement, the parties shall attempt to resolve the dispute in good faith first through a joint meeting of their representatives. If agreement cannot be reached, then any party may seek remedy in the appropriate court of law.

5. Due Process and/or Litigation

Nord assumes full responsibility for the provision of services to Nord students. It shall be the financial and legal responsibility of Nord to handle any and all legal disputes and claims, including but not limited to, negotiating settlement agreements, mediations, due process hearings, compliance complaints and any and all other legal actions related to a student’s educational program pursuant to this MOU. If CCDS is named as a party to a legal dispute, Nord will cooperate in dismissing, with prejudice, CCDS as a party. If Nord is unable to obtain dismissal of CCDS as a party to a dispute, Nord shall fully defend and indemnify CCDS in said proceedings in accordance with the Indemnification provision in paragraph 8 below. CCDS shall fully cooperate with Nord in any legal dispute, including making its employees and documents available.

6. Indemnification

Nord shall protect, defend, indemnify, forever hold harmless and assume the costs of defense, including attorneys’ fees, of CCDS, its Board, officers, members, representatives, agents, guests, invitees, and/or employees, from and against any and all liabilities, claims, losses, judgments, damages, demands or expenses resulting from or related to the policies and procedures of Nord Country School or CCDS., the requirements of the IDEA, California Education Code section 56000 and following sections, Title 5 of the California Code of Regulations section 3000 and following sections, the Americans with Disabilities Act, and/or Section 504 or any other causes of action, including but not limited to actions related to or arising from CCDS’s obligations under this Agreement. Nord

shall indemnify CCDS and its Board, officials, employees and agents against any remedies, including compensatory education, reimbursement, money damages, attorney's fees and/or costs that may be awarded or agreed to, for failure to provide appropriate and/or compliant special education and related services.

7. **Fiscal Agreement**

CCDS will bill Nord in advance for school social work services on a monthly basis, for 10 months, at the rate of:

- School Social Worker:
 - a. 0.40 FTE or equivalent of 74 days based on the employee's position on the CCDS Teacher Salary Schedule. Any additional days of work required by Nord shall be requested in writing and approved by both Nord and CCDS administrators. Nord will be billed at the employee's daily rate, daily benefit costs plus a 2% fee based on the daily amounts.
 - b. Forty percent (40%) of the benefit cost of the employee, including STRS, payroll fees and other fees associated with an employee.
- Mileage rate equal to the IRS Standard Mileage Rates, if applicable.
- Actual costs of translation services as needed and requested by Nord for any reports and assessments performed by CCDS staff.
- 2% Administrative Fee based upon the salary and benefit rates listed above.

Nord has thirty (30) days from the date of billing to issue payment to CCDS.

8. **Termination:**

- a. **Termination on Notice.** Each party may terminate this agreement for any reason on 30 (Thirty) Business Days' notice to the other party.
- b. **Nord May Terminate for Material Breach.** Nord may terminate this agreement with immediate effect by delivering notice of the termination to CCDS, if CCDS fails to perform, has made or makes any inaccuracy in, or otherwise materially breaches, any of its covenants, representations, or obligations, and the failure, inaccuracy, or breach continues for a period of five (5) Business Days' after Nord delivers notice to CCDS reasonably detailing the breach.

9. **Agreement / Term**

- (a) This MOU constitutes the entire understanding between parties and supersedes any prior or concurrent agreement, oral or written, between or among CCDS and/or Nord concerning its subject matter. Any modification to this MOU shall be effective only if in writing and signed by all parties. If any provision or any part of this MOU is for any reason held to be invalid or unenforceable or contrary to public policy, law, or statute, and/or ordinance, the remaining provisions of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

- (b) The term of this Agreement and services shall commence on July 1, 2021 and continue through June 30, 2022.
- (c) CCDS will seek advisement and input from Nord in regards to periodic program evaluation and evaluating delivery of social work services. Nord retains the ability to perform an independent evaluation of the School Social Work services provided. CCDS retains the sole responsibility to perform staff evaluations of CCDS employees who implement services in accordance with this MOU; however, CCDS is invited to collaborate with Nord staff in this regard as needed.
- (d) This Agreement has been made and entered into the State of California and the laws of said State will govern the validity and interpretation of this Agreement.
- (e) The persons signing this MOU warrant that they are duly authorized to sign it on behalf of the persons and entities being bound.
- (f) This Agreement may be executed in counterparts, all of which, taken together, shall be deemed an original.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

On Behalf of Nord Country School:

Date: _____ By: _____
Nord Director

On Behalf of Chico Country Day School

Date: _____ By: _____
CCDS Director of Student Support Services



CURRICULUM POLICY #7

Independent Study Policy

Chico Country Day School (“Charter School”) may offer independent study to meet the educational needs of students enrolled in the Charter School in accordance with applicable law.

The Director of Education or designee retains discretion to approve independent study written agreements for students. Families interested in independent study should contact Wendy Fairon, Director of Education.

Charter School will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully. These independent study policies have been established by Charter School in alignment with Education Code § 51745 et seq., drafted to meet the requirements of Assembly Bill 130 (2021), and adopted pursuant to Education Code (“EC”) § 51747 and 5 C.C.R. § 11701. The following policies are effective as of the start of Charter School’s 2021-22 school year:

1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. (EC § 51747.5(a).)
2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) schooldays. (EC § 51747(a).)
3. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student’s permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)
4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program (“IEP”). The Director of Education or designee is responsible for making this determination based on all of the following indicators:



- a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in EC § 52060(d)(4)-(5).
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (EC § 51747(b)(2).)
5. Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. (EC § 51747(c).)
6. For students who participate in independent study at Charter School for at least fifteen (15) schooldays per year:
 - 6.1. If a student does not generate attendance for more than three (3) schooldays or 60 percent of the instructional days in a school week, or for students who are in violation of their independent study written agreement, Charter School shall:
 - a. Verify the student's current contact information;
 - b. Notify the student's parent or guardian of the student's lack of participation within one schoolday of the student's absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
 - c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student's needs for reengagement; and
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. (EC § 51747(d).)
 - 6.2 Based on each student's grade level, Charter School will offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-b below. (EC § 51747(e).)



“Live interaction” means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student’s assigned teacher of record, and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, their assigned teacher of record will offer opportunities for daily synchronous instruction.
- b. For students in grades 4-8, inclusive, their assigned teacher of record will offer opportunities for weekly synchronous instruction, and the Charter School will offer opportunities for daily live interaction.

Charter School will document each pupil’s participation in live interaction and synchronous instruction pursuant to Section 51747 on each schoolday, as applicable, in whole or in part, for which independent study is provided. A pupil who does not participate in independent study on a schoolday shall be documented as nonparticipatory for that schoolday. (EC § 51747.5(c).)

6.3 A student’s parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Director of Education or designee or their assigned teacher of record. If there is capacity in Charter School’s in-person program at the student’s grade level, Charter School will transition the student within five (5) schooldays. If there is not capacity in Charter School’s in-person program at the student’s grade level, Charter School will offer to help the student enroll in the in-person program offered by their district of residence and offer the student an opportunity to join Charter School’s waitlist, within five (5) schooldays. (EC § 51747(f).)

7. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
 - a. The manner, time, frequency, and place for submitting a student’s assignments, for reporting the student’s academic progress, and for communicating with a student’s parent or guardian regarding a student’s academic progress.
 - b. The objectives and methods of study for the student’s work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access



to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.

- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).)
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9), including:
 - For the 2021-22 School Year Only (Must Obtain Signatures Within 30 Days of First Day of Independent Study Instruction): Charter School will obtain a signed written agreement from the student, or the student's parent or legal guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction.



- Beginning in 2022-23 School Year and Thereafter (Must Obtain Signatures Before Independent Study Instruction): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

- j. Before signing a written agreement, if requested by the parent or guardian of a student, the Charter School will conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

8. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of Butte County or who are residents of a county immediately adjacent to Butte County. (EC § 51747.3(c).)
- c. No student with exceptional needs, as defined in EC § 56026, may participate in independent study unless the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher. (EC § 51747.5(b).)
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)



- f. Records of the independent study program will be maintained for audit purposes and shall include the following:
 - i. A copy of the independent study board policies.
 - ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also known as the “course of study”) and units of the curriculum completed by students, as specified in their written agreements.
 - iii. A file of all written agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
 - v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51745 et seq.; 5 C.C.R. § 11700 et seq.)



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

☒ Original Declaration of Need for year: 2021-2022

☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Chico Country Day School District CDS Code: 04-61424-6113773

Name of County: Butte County County CDS Code: 04 10041 0129817

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 8 / 11 / 2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

Wendy Fairon

Wendy Fairon

Director of Education

Name
(530) 895-2646

Signature
(530) 895-2650

Title
August 11, 2021

Fax Number
102 West 11th Street
Chico, CA 95928

Telephone Number

Date

Mailing Address

admin@chicocountryday.org

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____ / ____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☒

Yes

☐

No

If no, explain.

Does your agency participate in a Commission-approved college or university intern program?

☒

Yes

☐

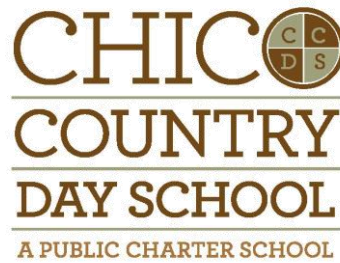
No

If yes, how many interns do you expect to have this year? ¹

If yes, list each college or university with which you participate in an intern program.

Cal State University, Chico

If no, explain why you do not participate in an intern program.



Board Resolution
Regarding Authorized Signors

BE IT RESOLVED, THAT Chico Country Day School authorizes signors listed below whereby they may sign documents or other necessary financial and legal statements in regard to bank accounts, real estate, and other documents held by Chico Country Day School.

The following people are authorized to sign for Chico Country Day School:

Wendy Fairon, Director of Education
Jessika Lawrence, Board Chair
Melissa Pearson, Board Vice Chair
Amie Parent, Director of Student Support Services
Claudia Trout, Director of Student Affairs
Margaret Reece, Chief Business Officer

PASSED and ADOPTED by the Board of Directors of CHICO COUNTRY DAY SCHOOL at a meeting held on August 11, 2021 by the following vote:

Ayes:

Noes:

Absent:

Abstain:

ATTEST:

Devjani Banerjee-Stevens, Secretary

Date