



CALIFORNIA
VIRTUAL
ACADEMY™
@ San Diego

California Virtual Academy @ San Diego

Parent/Student Handbook

2016-2017

California Virtual Academies
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Policies and procedures listed in this handbook may be changed at the discretion of CAVA @ San Diego without prior notice. Any alterations to this document will be communicated to affected parties via email. A copy of this handbook will be posted on the Parent Portal on School Pathways. This copy will be updated as needed.

Welcome to the California Virtual Academies

Welcome to the California Virtual Academies @ San Diego (or CAVA @ San Diego as we like to say!). This handbook is designed to help you begin and continue your relationship with the California Virtual Academies. Members of the CAVA @ San Diego faculty and administration developed this handbook with input from students and their families. Its purpose is to clarify expectations; something we believe is an important step at the beginning of any new relationship.

The California Virtual Academy @ San Diego are a unique form of public charter schools. Thus, for a good part of the time, we will work together remotely. One of the challenges of working together remotely is trust; and trust comes from the sharing of critical information, good and regular communications, the setting of clear expectations, and then living up to our mutual commitments. This handbook has been compiled in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact the California Virtual Academy @ San Diego Offices in Simi Valley and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

California Virtual Academy @ San Diego
50 Moreland Dr.
Simi Valley, California 93065
www.caliva.org
Tel: (805) 581-0202
Fax: (805) 581-0330

California Virtual Academy @ San Diego does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures or practices. Concerns or questions can be directed to April Warren, Academic Administrator.

The California Virtual Academy @ San Diego: An Overview

The California Virtual Academy @ San Diego is a network of public charter schools. As of May 2016, we have ten schools in the state of California. CAVA @ San Diego serves approximately 2,575 students in grades TK-12. Each of our schools serves students in the county where the charter was authorized, as well as any county that is adjacent to it. Today we serve students in forty-five of California's fifty-eight counties. We hope to one day serve students in every county in the state of California.

Each of our schools is a public charter school that is funded by state tax dollars and governed by California charter-school, independent study and applicable federal laws.

Each of our schools has a Board of Directors comprised of parents and community members who are passionate about providing additional educational options to the students of California. The Board of Directors for each of the California Virtual Academy @ San Diego has entered into a management contract with K¹², Inc., a Virginia-based education curriculum and management company.

Parents can access School Accountability Report Card for CAVA @ San Diego by visiting the CAVA @ San Diego Website: <http://cava.k12.com/who-we-are/school-accountability-report-card>. Hard copies are available upon request through the CAVA Office.

Our school office is located in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the California Virtual Academy @ San Diego faculty work from their homes and live within driving distance of the students in their class – thus enabling them to build a local school community in their area.

Our Mission Statement

California Virtual Academy at San Diego recognizes each child as an individual. Our mission is to provide a high quality education through the use of dynamic common core aligned curriculum. Our team of highly qualified educators partner with students, parents, and the community as a whole to foster academic achievement and a love for lifelong learning. CAVA @ San Diego provides a safe learning environment through the combination of live online sessions, small group academic support, and in-person interactions with a desire to support students' physical, emotional, social, and intellectual needs. Our online teaching platform allows families to choose an educational environment that reflects their values, while providing the structure and support students need to be well rounded individuals to lead the next generation. We are committed to providing a work environment for our educators that supports employee networking and developing a professional learning community on the cutting edge of educational concepts.

Our Vision Statement

California Virtual Academy @ San Diego envision offering the students of California a charter school that uses innovative technology, a rigorous and award-winning curriculum, individualized learning plans for each student, and accommodations to foster different learning styles; and access to a top quality education focusing on mastery of the California-adopted Common Core State Standards. California Virtual Academy @ San Diego envision offering an educational support system that provides students with a learning partnership including the student's family and a California-credentialed teacher, and the

ability to learn at their own pace, explore their interests, and achieve their highest academic potential. California Virtual Academy @ San Diego believes parents are integral in the acquisition of knowledge. By co-investing in our students' learning, the school's support system works to strengthen family values, promote character, and provide skill mastery through the use of technology and the K¹² curriculum.

Expected School-Wide Learner Outcomes

California Virtual Academy @ San Diego, using the technology of today to educate the leaders of tomorrow

Engaged learners who:

- Grow academically in the areas of mathematics, reading, language arts and writing
- Integrate effective internet and multimedia resources to broaden their knowledge base and enhance their learning process
- Develop lifelong learning skills

Critical thinkers who:

- Are exposed to grade level curriculum
- Express concepts and ideas in a variety of forms
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness

Global citizens who:

- Appreciate the value of diversity
- Demonstrate awareness of the importance of cultural sensitivity and historical contributions necessary for the 21st century

School Pillars

The School Pillars are the driving force behind student success at CAVA @ San Diego, and beyond. They have been developed from the student's perspective and illustrate the importance of students being an integral part of their educational team.

Clear Sense of One's Purpose:

- The staff at my school take a personal interest in my success
- Someone at my school cares about me
- My school keeps me motivated to reach my potential

Holistic Plan for Success:

- My teachers and school staff help me build on my strengths and work with me to overcome my weaknesses
- My teachers and school staff know my interests and help me set future goals
- My school works with my family and me to create an Individualized Learning Plan (ILP)

Responsive, Relevant Learning Experience:

- I know doing well in school matters for success in my future career
- My teachers and school staff make learning interesting and relevant to my future interests
- My school provides me with courses and instruction that will meet my graduation and post-graduation goals

Results-Driven Achievement:

- By measuring academic progress, my school is ensuring I have the skills I need for life after graduation
- By measuring academic progress, my school is ensuring I have the skills and core knowledge I need to graduate
- My school gives me the support I need to be successful on my standardized assessments

Committed Culture and Community:

- The staff at my school will not let me give up
- My personal successes and growth are celebrated at my school
- The staff at my school know, support, and care about me and my achievement

The CAVA Faculty

We believe that a collaborative relationship between you and your assigned California Virtual Academy @ San Diego teacher(s) is at the heart of a positive learning environment. Each of our teachers is provided with a laptop computer, a full set of the K¹² curriculum materials, and professional development on the subjects of technology and the K¹² curriculum. Your teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic or technical in nature. Your teacher has the following responsibilities:

- Maintain regular office hours
- Help you use the Online School
- Loan you necessary K¹² curriculum materials as needed
- Help you with daily instruction for your students using the K¹² curriculum (TK-8 only)
- Conduct regular conferences with you to discuss your student's academic progress
- Conduct regular in-person and/or virtual meetings with you and your student(s)
- Regularly collect and review student work, and provide constructive feedback
- Respond to all emails and telephone calls within 24 hours (during normal business hours)
- Provide at least 24 hours-notice if a conference must be canceled or rescheduled
- Inform you of school updates/information
- Host school outings or sponsor school clubs
 - Monthly – Elementary (TK-5) and Middle School (6-8)
 - Semester Outing/Club Sponsor – High School
- Administer state-mandated assessments
- Provide encouragement and support in all areas of student learning and achievement
- Provide instruction via online classroom for individuals, small groups, or large groups based on student instructional needs

- Administer various academic assessments as part of the ongoing evaluation of progress and content mastery
- Model best practices to support daily student instruction
- Provide individualized instructional support for students who may be struggling, need enrichment, etc.

Enrollment

The California Virtual Academy @ San Diego are public schools of choice.

CAVA @ San Diego's student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the California Virtual Academy @ San Diego. We strongly encourage our families to attend a parent information session in their area or online to learn more about our school before they decide to enroll. For a complete listing of upcoming parent information sessions in your area, please visit our website at www.caliva.org.

There is no discrimination in the admission of students to the school on the basis of race, creed, color, national origin, handicapping condition or gender. CAVA @ San Diego provides a free, appropriate public education (FAPE) to all of its students. All students, however, need to be able to meet the enrollment requirements. All students (under the age of majority) are required to have a designated adult, "learning coach", present to assist and monitor the student during the school day. Learning coaches are required to engage with the teaching staff as necessary and ensure all aspects of the student's educational program requirements are being met. Learning coaches are not required to be fluent in English.

CAVA @ San Diego will enroll students in grades TK-12 for the 2016-2017 school year. Student enrollment forms for the California Virtual Academy @ San Diego are available online at www.caliva.org. Enrollment packages must be completed in full and submitted with all required documentation prior to enrollment acceptance.

Questions regarding the status of your enrollment should be directed to the CAVA @ San Diego offices. Students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA) must provide this information at time of enrollment. A member of the Special Education department will contact you to ensure proper placement of your student in our program.

Concurrent enrollment in another public or private school is prohibited at the California Virtual Academy @ San Diego and will cause the student to be withdrawn. This does not include college-level course work. Please refer to enrollment requirements.

Fees

The Governing Board of California Virtual Academy at San Diego recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including: additional computer peripherals, assistive technologies and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the educational program. Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

2016-2017 SCHOOL CALENDAR

First Day of School	August 29, 2016
Labor Day	September 5, 2016
Columbus Day	October 10, 2016
End of Quarter 1	November 1, 2016
Veteran's Day	November 11, 2016
Thanksgiving Break	November 24 – 25, 2016
Winter Break	December 19 – January 2, 2017
School Resumes	January 3, 2017
Martin Luther King's Day	January 16, 2017
End of Quarter 2/Semester 1	January 24, 2017
Teacher In-Service Days (student non-instructional days)	January 25 – 31, 2017
President's Day	February 20, 2017
Spring Break	March 27 – April 3, 2017
End of Quarter 3	April 13, 2017
CAASPP Testing (State Testing)	May 1 – 26, 2017
Memorial Day	May 29, 2017
Last Day of School	June 16, 2017

ENROLLMENT REQUIREMENTS

California Virtual Academy @ San Diego (CAVA @ San Diego) is a full-time independent study program (schools) offered to students in grades TK-12 who reside in one of the counties CAVA @ San Diego serves. CAVA @ San Diego uses the K¹² curriculum to provide a high-quality program to our students. Enrollment applications are received online and are not complete until a Master Agreement is signed by the parent, teacher, and student.

Parents wishing to enroll their children in CAVA @ San Diego must:

- Complete the application and provide required documents to the office within 30 days
 - All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in the revocation or halting of enrollment.
- Ensure student is only enrolled in CAVA @ San Diego and not concurrently enrolled in another school, public or private (unless prior permission is given for a junior college)
- Provide a learning coach CAVA @ San Diego who agrees to continuously supervise and engage in the academic support of the student during regular school hours
- Have a working phone number, email account, and internet access at all times while enrolled
- Ensure that student is in good standing with previous school district
- Understand and agree that students will be enrolled in their age appropriate grade level, unless previous school has officially approved a retention or promotion
- Understand and agree that the student's educational program will be at the direction of the assigned CAVA @ San Diego teacher(s), lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned

In order to maintain enrollment in CAVA @ San Diego parents agree to:

- Be responsible for ensuring that the child is attending school (actively engaged and completing CAVA @ San Diego assigned lessons) for 4-6 hours per day (varies by grade level) including attending required live instructional sessions
- Inform CAVA @ San Diego of any changes in contact information within 48 hours (email, phone and physical address)
- Attend regularly scheduled meetings (phone, in-person, and/or online) with CAVA @ San Diego teacher and student. Meeting requirements vary in manner, frequency, and duration based upon the grade and needs of the student.
- Be available during regular school hours and CAVA @ San Diego working hours to meet with teachers and/or staff
- Record attendance daily in the online school and/or maintain a learning log to be provided to the teacher upon request, adhering to the attendance policy in the Parent/Student Handbook
- Abide by the official school calendar
- Request and receive approval for a travel plan from the CAVA @ San Diego teacher two (2) weeks prior to any extended family travel (more than 1 week/5 school days)
- Submit completed assignments and/ or work samples to teacher by given due dates
- Ensure the child is participating appropriately in the instructional program which may include:

- Completing assessments as needed
- Participating in online classroom sessions as assigned for educational support
- Work in partnership with assigned CAVA @ San Diego teacher(s) to identify and support student when academic issues arise
- Make student available for federal and/or state testing as needed
- Respond to all calls and emails from CAVA @ San Diego teacher within 48 hours via phone or email
- Treat teachers and CAVA @ San Diego staff with respect. This includes but is not limited to:
 - Refrain from using rude language (including profanity, yelling or badgering)
 - Refrain from threatening teachers and/or CAVA @ San Diego staff

“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student’s withdrawal from CAVA@ San Diego. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll in the California Virtual Academy @ San Diego for the remainder of the current academic year and one academic year following.”

**Parents and/or guardians retain all rights under CA education code 60615. Questions regarding this or other CAASPP questions can be directed to testingquestions@caliva.org.

GENERAL INFORMATION

Notice of Language Assistance Services for Parents

California Virtual Academy @ San Diego provides families with free language assistance services with respect to information about school programs and activities. All parents and guardians of CAVA students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

Requesting an Interpreter

California Virtual Academy @ San Diego has contracted with an over the phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services in a timely manner.

Independent Study Master Agreement (ISMA)

California independent study regulations require that any student enrolled in the California Virtual Academy @ San Diego have a signed Independent Study Master Agreement (ISMA) on file for each year they are enrolled. The student, the parent/guardian, and the CAVA @ San Diego teacher must sign the ISMA. Additionally, should a learning coach other than the parent/guardian be responsible for instruction, he/she must also sign the ISMA. Please work with your teacher to ensure that your child's ISMA is signed in a timely manner. Failure to provide a signed ISMA prior to each school year will result in your child's withdrawal from our program due to this state requirement.

Admission

State Law requires a child to be five years of age by September 1st to start Kindergarten. Children that do not meet the age cut-off for Kindergarten are eligible to enroll in our Transitional Kindergarten program (TK). A child is eligible for TK if the child will have his or her fifth birthday between September 2 and December 2.

Students that turn five after December 2, but on or before the first day of Semester 2, are eligible to enroll in the TK program provided that the Head of Schools or his/her designee determines that the admittance is in the best interest of the child, the parent/guardian is given information about the effect of this early admittance, and there is available space in TK. Students that are approved for TK enrollment based on these guidelines are eligible to promote to kindergarten at the end of the school year.

A student must be age six by September 1st (or have completed one year of kindergarten) to start 1st grade.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (“IDEA”) shall participate in independent study unless it is specifically authorized under his or her IEP.

Immunizations

California law requires that an immunization record be presented before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox) (persons already admitted into California Public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).
- TDAP (pertussis) (The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.)

The school's verification of immunizations is through written medical records from your doctor or immunization clinic. Students who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:

- The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- A parent may request exemption of their child from immunization for personal beliefs.

Any child leaving the United States for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. CAVA recommends that children undergo a yearly speech, hearing, and eye examination.

The K¹²® Curriculum (K¹² curriculum)

Students enrolled in the California Virtual Academy @ San Diego use the K¹² curriculum as its foundational coursework. This curriculum was developed and is maintained by K¹², Inc. of McLean, Virginia. The California Virtual Academies have selected the K¹² curriculum for both its superior quality and the fact that it both meets and/or exceeds the Common Core State Standards. The K¹² curriculum covers six subject areas in grades K-8 (Math, Language Arts, Science, History, Art, and Music), with more than 600 lessons per grade level. Additional subjects and course offerings are available in CAVA's High School program. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks etc. For more information about the K¹² curriculum, please visit www.k12.com.

The Online School (OLS)

The OLS is a critical component of the internet-based CAVA @ San Diego school program. The OLS provides a portal for parents to access daily assignments, course content, track their student's progress, maintain contact with their teacher (via email), submit student work, record daily attendance, and more.

Students will also access live and/or recorded instructional sessions through the OLS. These sessions may be required as assigned by the teacher and/or identified on the student's Individualized Learning Plan (ILP).

Access to the OLS requires a connection to the internet through an Internet Service Provider (ISP). Parents of newly enrolled students will create a user name and password during the online enrollment process. Returning parents/students will use their same user name and password from the prior school year.

Objectionable Materials

There may come a time when you find certain lessons in a particular unit of study, certain books or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to K¹² directly using the feedback button on the OLS.

Confidentiality

Every effort is used in maintaining the confidentiality of students attending the California Virtual Academy @ San Diego. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is encrypted and can only be decrypted by another party employed or assigned by CAVA @ San Diego. Student files are accessible only to employees of CAVA @ San Diego who have an interest in the education of its students. Learning Coaches and students should be careful not to share their K¹²® Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the OLS has been compromised, the parent should use the tools provided in the OLS to change their username and password. In addition, parents are advised to avoid using personal information in emails. For example, using a student's first initial is preferred to using a student's first name.

Family Educational Rights and Privacy Act (FERPA)

Model Notification of Rights under FERPA for Elementary and Secondary Schools

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 the California Virtual Academy @ San Diego receives a request for access.

Parents should provide our office with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of a California Virtual Academies administrative staff member. The school 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 California Virtual Academy @ San Diego to amend a record should submit this request in writing to the Academic Administrator clearly identifying 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. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of 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 has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. FERPA requires that the school, with certain exceptions, obtain a parent’s or eligible student’s written consent prior to the disclosure of personally identifiable information from a child’s educational records. However, the school may disclose “directory information” without written consent, unless you, the parent of eligible student, have advised the school in writing that you do not want all or part of the directory information disclosed. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

- Shipment of computer and school materials to and from the student’s home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- School publications

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclose to outside organizations without a parent’s prior written consent. In addition, federal law requires the school to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student’s information disclosed without prior written consent.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the California Virtual Academy @ San Diego 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

The Learning Coach

The California Virtual Academy @ San Diego require that a responsible adult be at home during school hours to supervise the instruction of each student. As a learning coach, you can expect to spend an average of 4 to 6 hours per day supporting your student (depending on student’s grade level). This time commitment includes direct instruction in the TK-8 grade levels, with additional time needed for daily or weekly lesson preparation. A student’s successful progress requires daily learning coach commitment to and engagement in the discipline and organization implicit to manage a first-class education. As a learning coach at CAVA @ San Diego, you agree to the following expectations, which were initialed on your student’s enrollment paperwork when you enrolled your student in CAVA @ San Diego:

- I understand that I am enrolling my student in a public school with daily attendance requirements that I am expected to meet.

- I understand that public school enrollment includes participation in the required state-testing program.
- I accept the responsibility to supervise my student in using the K¹² curriculum, and I understand that I am expected to become knowledgeable about it.
- I expect to have the guidance and support of a credentialed teacher in implementing the K¹² curriculum with my student.
- I understand that adequate and continuing student progress is an expected part of the CAVA @ San Diego program in addition to the required attendance hours logged.
- I understand that I am to participate in regular phone, online classroom and in-person conferences with my student's teacher and that I will submit student work regularly and as requested by the assigned teacher.
- I understand that the teacher will conduct academic assessments in order to evaluate mastery and assist my student instructionally.
- I understand that the teacher will provide research-based instructional interventions and enrichment, as deemed appropriate for my student's academic success.
- I understand that it is my responsibility to secure an Internet Service Provider and that I may qualify for reimbursement according to the school policy.

Change of Contact Information

Please notify your teacher should your contact information change and provide a proof of residence for your new address to be submitted to the CAVA @ San Diego office. Your teacher will notify the CAVA @ San Diego administrative office and we will update our records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address.

Parents are requested to update their account information in the Online School (OLS) should their email address change. Communication is often sent via email to the email address listed in the Online School (OLS) and thus we would like to keep this up to date.

Classroom Teacher Assignments

We make all attempts to honor parent requests for classroom teacher assignments. If you have a special circumstance you would like to discuss, please contact the administrator for the school in which your child is enrolled.

Children may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

In some instances, a student may receive instruction from or be served by a teacher from a CAVA school other than the student's school of enrollment.

Account Set Up

Learning coaches are contacted by their assigned CAVA @ San Diego teacher within 24 hours of enrollment. During this phone conference, teachers provide learning coaches with the Parent Student

Handbook, valuable set up tips and additional school information, website log in information, and the link to our valuable school's resources website, CAVA @ San Diego Strong Start: <http://cava.k12start.com/>.

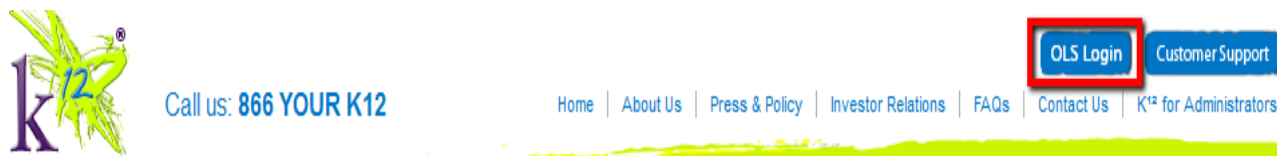
Learning coaches receive a registration email from K¹² that provides them with their secure registration codes to set up the OLS accounts for both the learning coach and student.

OLS Account - Learning Coach (LC) Account Set Up

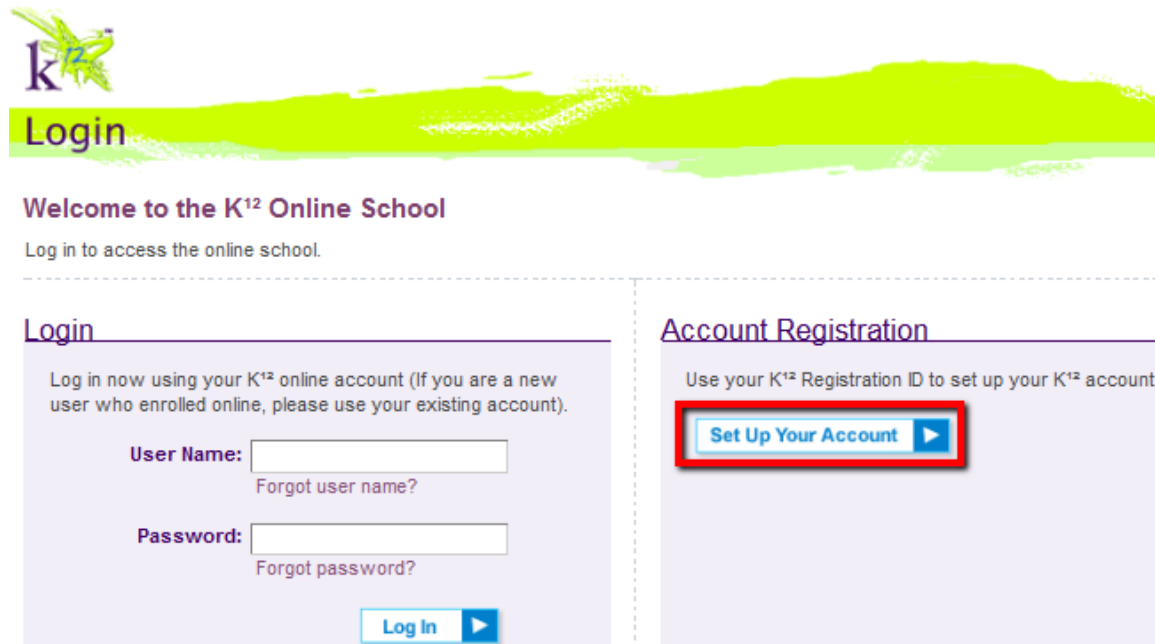
Use the information in the email to complete the K¹² online registration. During this process, you will use the registration ID to create the learning coach account. Once you create the learning coach account, you will be able to create your student account and login.

Please note that the registration ID is for the LC account only. Students do not need registration IDs to create their accounts.

1. Go to the K¹² homepage (www.k12.com) and then click the "OLS Login" button located at the top of the screen.



2. Click **Set Up Your Account**



3. Enter your registration ID exactly the way it appears in your registration email (do not insert extra spaces and make sure you capitalize all letters). Enter your phone number. This must be the same phone number that you used on your enrollment form.

1 Enter registration ID 2 Set up your account 3 Set up your students' account (Optional)

Please register a user name and password in order to have secure access to the K¹² Online School. To register you will need your registration ID and phone number. Registration is a one time process.

Enter your registration ID below. Your ID was either e-mailed or mailed to you following your enrollment.

Registration ID: - (ex. A1B2-C3D4)

Enter the phone number you supplied to us when you enrolled.

Phone number: - -

Have you already set up your account?
[Go to Log-In](#)

Continue

4. Click **Continue** and then follow the instructions to create your username and password.

Create Your Student Accounts

During the Learning Coach Account Set Up process, you will have the opportunity to create your student OLS login.

- If you do not setup your student account at this time, you may be prompted to set up the student account the first time you login to the OLS. Click [here](#) to view instructions for student account creation using this tool.
- If not prompted, you can create the student account by clicking the My Account link within the OLS. Click [here](#) for instructions.

OLS Account - Student Account Creation Wizard

The Learning Coach (LC) will be presented with the Student Account Setup Wizard after signing the Privacy Agreement when first logging in to the OLS.

All students, regardless of grade level, who are enrolled in a CAVA @ San Diego, are **required** to have an OLS student account.

If you have not already set up a student account, you will be presented with the Student Account Creation Tool. This tool walks the LC through the process of creating user name(s) and password(s) for all of their students. The LC will continue to receive this prompt until all students' accounts have been created.

The image shows three sequential screenshots of the Student Account Creation Tool interface, each with a numbered callout box:

- 1. Click to begin account setup for your student(s)**: The first screenshot is titled "Welcome to School Name". It contains instructions for creating student accounts and a "Create Student Account" button at the bottom.
- 2. Click to setup username and password for this student**: The second screenshot is titled "Create Your Student Accounts". It displays a table with student names and their corresponding usernames. A link "Click here to setup username" is shown for Emma Lopez.
- 3. Enter a Username and Password and then Verify Password**: The third screenshot is titled "My Account". It shows a form with fields for Username, Password, and Verify Password. A red box highlights these fields.
- 4. Click Save**: The same "My Account" form is shown, but with a red box highlighting the "Save" button at the bottom.

Repeat the process until all student accounts have been setup. After all student accounts have been created, the LC will be taken to OLS Home.

What if my student forgets his/her password? Return to My Account at any time to create a *new password* for your student. To access this area, select your student's name from the **My Account** drop down menu in your OLS.

Attendance

Attendance is important to ensure the success of our students. If a student does not attend school, then a student cannot succeed in school. Attendance in the California Virtual Academy @ San Diego is recorded in the Online School by marking lessons complete on the OLS and inputting the number of minutes spent in school on the Attendance screen. It is expected that lessons will be completed and attendance will be logged before the end of each day.

Each day the parent/learning coach is expected to navigate to the OLS attendance screen and enter attendance. This is done by indicating how much time was spent in the individual courses that were

worked on throughout that school day. Indicating zero (0) time spent in one or more courses, with no additional time marked in other courses, is the same as notifying CAVA @ San Diego that your child was absent that day. When the student completes work offline, the parent/learning coach must maintain a school supplied learning log as specifically directed by his/her assigned teacher, for each day of pre-approved offline work without accompanying online work. All learning logs must be signed and submitted to the assigned teacher at the conclusion of each school day or as requested by the assigned teacher. In addition, the assigned teacher may request that the offline work notated on the learning log be submitted to him/her. If a learning log is not submitted, the teacher will not credit the student with attendance for that school day.

In order for a student to receive attendance credit for a given school day, the student must be actively engaged in completing assignments given by the teacher on that school day. Attendance for work completed must be entered in the Online School every school day. Attendance should NOT be entered on weekends, holidays, or other non-instruction days. However, lessons can be entered at any time.

At the end of each learning period, the teacher evaluates the work or work products completed by the student and determines how many attendance days can be credited for the learning period. If the student did not complete all the required lessons in a learning period, the teacher will reduce the number of attendance days the student is credited. Parent and students should contact their teacher(s) with specific questions regarding which assignments are to be completed for each learning period.

The following are examples of acceptable reasons for not logging attendance in the online school:

- Student illness – no more than three (3) consecutive days. If the student is absent more than three (3) consecutive days, a doctor's note is required.
- Religious reasons
- Funeral – Attending funeral services for a member of student's immediate family, so long as the absence is not more than one (1) day if the service is conducted in California and not more than three (3) days if the service is conducted outside California.

Should the student not attend school for one of the above noted reasons, the parent must submit written verification to his/her General Education teacher or guidance counselor in order for the absence to be excused. Unexcused absences may result in the student's non-compliance with CAVA @ San Diego's enrollment requirements. Refer to the non-compliance policy herein for details concerning actions related to non-compliance.

While attendance credit may not be earned retroactively, should a student have an excused absence, academic credit may be made up by completing work as directed and approved by his/her assigned teacher during the applicable learning period.

Absences from school interfere with the academic achievement of your child. Students who are absent three (3) or more school days in an attendance period or have missed two assignments (as defined in the non-compliance policy) are subject to an evaluation to determine whether it is in their best interest to remain in independent study. In these cases, the CAVA administration may deem that enrollment in CAVA is not in the best interest of the student, and the student may be subject to withdrawal.

Non-Compliance Policy

California Virtual Academy @ San Diego is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and/or parent/guardians are not actively participating in our program and meeting our enrollment requirements.

Indications that a student is not actively participating in our program include: non-attendance (three (3) or more days), missing or refusing to schedule meetings, being unable to contact, missing daily assignments, not logging into the OLS daily, and/or not meeting additional enrollment requirements.

For purposes of this policy, a student missing the equivalent of three (3) or more school days' worth of work in an attendance period will be found to have "one missed assignment." Students who have two attendance periods with "one missed assignment" will be found to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

The evaluation shall take place during an evaluation conference, which shall be conducted by the Academic Administrator or designee. The Academic Administrator or designee shall provide written notification to the parent/guardian or adult student of the evaluation conference.

For the purpose of this policy, a student missing two school appointments will be considered to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

A school appointment may be defined as conferences, classes, tutoring, any required testing appointments, special education meetings, etc.

In these instances California Virtual Academy @ San Diego will:

- Contact the family by phone and email, requesting a resolution within 48 hours.
- If there is no resolution, additional attempts to contact the family again by phone will be made, and an email will be sent requesting a resolution within 48 hours.
- If the issue is not resolved, administration is notified and a letter is sent to the student's address on file notifying the family that an evaluation conference, as outlined below, shall be held to determine whether or not independent study is in the best interest of the student.

Teachers are required to document each step of this process with detail and accuracy. This includes the date and time of attempted contact, the phone number and/or email used as well as the reason for contact.

Evaluation Conference

Students who have missed two assignments, school appointments/classes or have missed three (3) or more days of school in an attendance period shall be required to attend an evaluation conference to determine whether it is in the best interest of the student to remain in independent study. This conference shall be

held as soon as possible, and the student/parent/legal guardian will receive written notice of the conference. The parent/legal guardian may request one postponement, not to exceed five (5) school days, of the conference for good cause.

At the conference, the parent/legal guardian or adult student shall be informed of the reason for the conference and the evidence pertaining to whether or not independent study is in the student's best interest. If the parent/legal guardian does not attend the conference, the Principal or designee will review the relevant information and make a determination regarding the student's absences/missed assignments.

The student and/or parent/legal guardian shall be given the opportunity to present information and/or witnesses to the Principal or designee either orally or in writing or both during the conference. The Principal or designee shall take any information presented by the parent/legal guardian/adult student into consideration when determining whether it is in the best interest of the student to remain in independent study. Additional factors to be considered include but are not limited to the following:

- a) student's grades at the time of the evaluation
- b) teacher observation/feedback
- c) standardized testing data
- d) student's progress in the independent study curriculum

The Principal or designee's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. The Principal or designee may:

- a) find independent study is in the student's best interest,
- b) place the student on academic probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities,
- c) use other alternatives to improve attendance, or
- d) find that it is not in the student's best interest to remain in independent study.

If the Principal or designee finds that it is not in the student's best interest to remain in independent study, then the student shall be withdrawn from enrollment with the California Virtual Academies and the parent/legal guardian or adult student shall immediately enroll in a site based program through the local school district or other appropriate educational program.

Appeal

The Principal's or designee's decision shall be subject to an appeal to the Academic Administrator. The parent/guardian or adult student shall submit a written request to the Academic Administrator, outlining the reasons for the appeal.

Upon receipt of a request for an appeal hearing, the Academic Administrator shall schedule the appeal to be heard within thirty (30) school days of receipt of the request. The Academic Administrator shall send out written notice of the date, time and location of the meeting to the parent/guardian or adult student. This meeting may be held via teleconference.

The appeal hearing shall proceed as follows:

1. The Academic Administrator shall review the request for appeal document and any other documents submitted by the parent/legal guardian/adult student. The Academic Administrator shall also review all records considered by the Principal or designee at the evaluation conference.
2. The parent/legal guardian or adult student may address concerns to the Academic Administrator regarding the appeal.
3. The Principal or designee may address concerns to the Academic Administrator in response to the student's appeal.

The final decision by the Academic Administrator shall be made within ten (10) school days following the conclusion of the appeal. The parent/legal guardian/adult student shall be informed in writing of the Academic Administrator's decision. The decision of the Academic Administrator is final.

Code of Classroom Etiquette

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.

In CAVA @ San Diego, a classroom is defined as many different locations. These may include but are limited to:

- Virtual classroom sessions
- Class Connect and other online meeting rooms
- Online discussion boards
- Any CAVA @ San Diego community area

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
6. Use only your own username and password, and do not share these with anyone.
7. Do not post personal information (MySpace, YouTube, Facebook, email address, etc.)
8. Do not interfere with other users' ability to access CAVA @ San Diego or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.

9. Do not download, transmit or post material that is intended for personal gain or profit, non-CAVA @ San Diego commercial activities, non-CAVA @ San Diego product advertising, or political lobbying on a CAVA @ San Diego owned instructional computing resource.
10. Do not use CAVA @ San Diego instructional computing resources to sell or purchase any illegal items or substances.
11. Do not upload or post any software on CAVA @ San Diego instructional computing resources that are not specifically required and approved for your assignments.
12. Do not post any MP3 files, compressed video, or other non-instructional files to any CAVA @ San Diego server.
13. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing “spam” mail, chain email, viruses, or other intentionally destructive content.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Consequences

- First warning
- Certified letter
- If problem continues, administrator phone conference
- Possible withdrawal
- Depending on the severity of each action, CAVA @ San Diego reserves the right to withdraw student upon each action

This document describes the policies and guidelines and exists to ensure that all CAVA @ San Diego students are aware of and understand their responsibilities when accessing and using CAVA @ San Diego resources.

As a student enrolled in CAVA @ San Diego, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Removal of your access to CAVA @ San Diego instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

Discipline

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

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

A student identified as an individual with disabilities or for whom CAVA @ San Diego has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") 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 and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Network Etiquette

As a CAVA @ San Diego student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang
- Swear words and/or other vulgar language are/is unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Don't broadcast online discussions, and never reveal other people's email addresses

- Do not post personal information (personal information, MySpace, YouTube, Facebook, email address, etc.)

Sexual Harassment Policy

The following acts are considered sexual harassment, are unlawful and will not be tolerated at California Virtual @ San Diego:

- Making unsolicited written, verbal, physical and/or visual contact with sexual overtones. (Written examples include but are not limited to: suggestive or obscene letters, notes, invitations. Verbal examples include, but are not limited to: derogatory comments, innuendos, slurs, jokes, epithets. Physical examples include, but are not limited to: assault, touching, impeding, or blocking movement. Visual examples include, but are not limited to: leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.)
- Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between appropriate parties is not considered sexual harassment.)
- Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.
- Within the educational environment, engaging in implicit or explicit coercive sexual behavior which is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassification, etc. in exchange for sexual favors.
- Any expression of sexual interest between adults and students, regardless of reciprocity is considered inappropriate and shall be subject to discipline under applicable state law.

Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been sexually harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to an adult staff member with whom they feel comfortable, and that person shall report the incident to the Academic Administrator. If the alleged harasser is the Academic Administrator, the person may report the incident to the Head of Schools. A written report of the alleged incident will be developed by the Academic Administrator or Head of Schools. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Academic Administrator, or if the harasser is the Academic Administrator, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual harassment within three (3) school days is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239, San Francisco, CA 94102
(415) 556-7000

Confidentiality

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation, and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation is prohibited

The initiation of an allegation of sexual harassment will neither cause any negative reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the school, his or her employment, compensation or work assignments, or, in the case of students, his/her grades, class section or other matters pertaining to his/her status as a student of any school programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Time Limits

Allegations of sexual harassment shall be reported by the complainant as soon as reasonably possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180 day time limit for reporting alleged incidents of sexual harassment.

Disciplinary Action

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Academic Administrator will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the school.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies and/or laws. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law. Agents of the school who violate this policy may be subject

to penalties and sanctions as may be available to the school, including termination of business relationships and contracts or the privilege of volunteering on campus.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

Internet Service Provider (ISP) Policy

Participation in CAVA @ San Diego requires an internet connection. This internet connection is to be established and maintained by the parent, legal guardian, and or learning coach of the enrolled student(s). The nature of the California Virtual Academy @ San Diego program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson content, and other necessary resources, as well as to log attendance, submit student work, and maintain communication with CAVA @ San Diego staff. Because of the unique schooling environment of the California Virtual Academy @ San Diego, it is an enrollment requirement to establish and maintain an internet account throughout the entire time of enrollment with CAVA @ San Diego.

The California Virtual Academy @ San Diego provides a stipend for families in the amount of \$20.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually. Checks will be mailed once per semester to families to the address verified by completion of the Back to School Packet.”

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first semester reimbursement check.

Computer Policy

The California Virtual Academy @ San Diego will ensure that all enrolled students have access to a computer. v administration will address additional technology requests on a case-by-case basis, which should be initiated through the student’s assigned teacher.

Computer/Software Restriction

Due to contractual agreements with computer suppliers and software providers, CAVA @ San Diego-issued computers and subsequent software cannot be exported outside the United States.

Student Computer Use Policy

Permitted Use

- CAVA @ San Diego shall permit the student and the parent, legal guardian, and/or learning coach to use the equipment and materials of CAVA @ San Diego solely for the education of the student while enrolled at CAVA @ San Diego and for no other purpose.

- Students and parents, legal guardians, and/or learning coaches are only permitted to visit websites for the purpose of CAVA @ San Diego related educational research.

Prohibited Use

- Users shall not use the equipment, software, online classrooms and other materials of CAVA @ San Diego to view, download, save, receive or send material related to or including any of the following:
 - Illegal activities
 - Offensive content of any kind, including pornographic material
 - Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion or disability
 - Threatening or violent behavior
 - Gambling or wagering
 - Commercial messages
 - Religious, political or racial messages
 - Messages that misrepresent yourself
 - Download of any software not school approved on the CAVA @ San Diego computer
 - Websites or chat rooms that are not for the purpose of CAVA @ San Diego related education

Only software that is required by CAVA @ San Diego will be allowed on the CAVA @ San Diego computer. All other software is prohibited. Software that is originally provided with the computer may be updated without permission.

Software updates may include, but are not limited to:

- Adobe Flash Player
- Adobe Reader
- Microsoft Windows XP
- Microsoft Office
- Sun Microsystems JAVA

Software programs may not be installed on the computer without written permission from the CAVA @ San Diego Technology Manager. The Technology Manager may be contacted through the CAVA @ San Diego office.

Any unacceptable usage of the property, software, and/or any violation as described above regarding CAVA @ San Diego equipment, software, online classrooms or the Network/Internet Policy (found in the enrollment paperwork and signed before enrollment) may result in disciplinary action up to and including the immediate termination of enrollment in CAVA @ San Diego.

Internet Safety Policy

It is the policy of California Virtual Academy @ San Diego to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children’s Internet Protection Act (CIPA).

Access to Inappropriate Material

To the extent practical, technology protection measures (or “internet filters”) shall be used to block or filter internet, or other forms of electronic communications, including access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, learning coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the California Virtual Academy @ San Diego online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the California Virtual Academy @ San Diego staff and the learning coach to supervise and monitor usage of the online computer network and access to the internet in accordance with this policy and the Children’s Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the learning coach, California Virtual Academy @ San Diego or designated representatives.

Children’s Internet Protection Act (CIPA) Definition of Terms

- The term “technology protection measure” means a specific technology that blocks or filters internet access to visual depictions that are:
 - Obscene, as defined in section 1460 of title 18, United States Code;
 - Child pornography, as defined in section 2256 of title 18, United States Code; or
 - Harmful to minors.
 - The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts (“sexual act” and “sexual contact” as defined in section 2246 of title 18, United States Code), or a lewd exhibition of the genitals; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Harassment Reporting

If you are being harassed in the school environment, it is important to report it immediately to the appropriate school administrator. Harassment comes in many forms including:

- Spam (unsolicited emails not pertaining to the course)
- Threatening communications
- Offensive communications or any other kind of communication that makes the student, parent, legal guardian, and/or learning coach feel uncomfortable

Virtual Classroom

CAVA @ San Diego’s virtual classroom experience is designed to extend the boundaries of the physical classroom by connecting students and teachers, and creating a learning partnership. The virtual classroom is a real-time classroom environment designed for virtual education and collaboration. Virtual classroom technology enables all students of all ability levels to be engaged in an interactive learning experience.

CAVA @ San Diego offers a wide variety of instructional sessions, which support mastery of the K¹² curriculum and state-adopted Common Core standards, and are an excellent resource for students and learning coaches. Teachers conduct instructional sessions and may offer office hours to answer questions from students and learning coaches (please refer to the Code of Classroom Etiquette for students’ behavior expectations in virtual classroom sessions).

Class Connect sessions will be recorded and distributed for learning purposes. Learning purposes include: a lesson review for students who are absent, students who want to review for a test, teacher growth and improvement, etc.

Parent Involvement Policy

California Virtual Academy @ San Diego recognizes that, when schools and parents form strong partnerships, students’ potential for educational success improves significantly. The No Child Left Behind Act of 2001 requires that every school receiving federal funds establish a School Site Council (SSC). Parents must be involved in advising, or as members of the SSC making decisions, about the school’s educational program, the use of categorical funds to support these programs, and the school’s plan to involve parents in their children’s education. Parents may visit <http://tinyurl.com/CAVAparentplan> to view the Parental Involvement Policy.

Title IX – Non Discrimination

California Virtual Academy @ San Diego strives to comply with Federal Title IX gender equity laws. Federal law, Title IX, state law and school policy prohibit the discrimination of any student on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, pregnancy, childbirth or related medical condition). All students have the right to equal learning opportunities in their schools and must be treated the same in all activities and programs. California Virtual Academy @ San Diego has designated the Academic Administrator as the Title IX Coordinator.

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, the Title IX Coordinator (Academic Administrator), psychologist, counselor, or trusted adult at school, or filing a complaint under the Uniform Complaint Procedures outlined in this handbook.

Grievance Policy and Procedure

The California Virtual Academy @ San Diego are committed to achieving and fostering both employee and student/family satisfaction. The following procedure was developed to ensure that employee, student, and family grievances are addressed fairly and in a timely manner. The California Virtual Academies prohibit discrimination against students/families on the basis of ethnicity, gender, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation or religion.

- The parent/guardian will address in writing any concern or grievance initially with the student's teacher and Regional Lead. Such person will respond within ten (10) school days.
- If the concern or grievance is not resolved, the parent/guardian may, within ten (10) school days, request a meeting with a Principal to discuss the concern or grievance. The Principal will investigate and respond with ten (10) school days.
- If the concern or grievance is not resolved by the Principal, the parent/guardian may, within ten (10) school days, request a meeting with the Academic Administrator to discuss the concern or grievance. The Academic Administrator will investigate and respond with ten (10) school days.
- If the concern or grievance is not resolved by the Academic Administrator the parent/guardian may, within ten (10) school days, request a meeting with the Head of Schools to discuss the concern or grievance. The Head of Schools will investigate and respond with ten (10) school days.
- A written letter will be sent to the family that will address the concern and final outcome.

Uniform Complaint Procedures

The California Virtual Academy @ San Diego has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

The California Virtual Academy @ San Diego shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board.

Complaints must be filed in writing with the following compliance officer:

Director of Categorical Programs
50 Moreland Dr.
Simi Valley, CA 93065

Pursuant to Education Code Section 35186, the California Virtual Academy @ San Diego complies with the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities, and teacher vacancy or mis-assignment.

A copy of the Board-approved Uniform Complaint Procedure and/or a complaint form may be obtained, free of charge, by contacting the school office. You may also download a copy of the California Department of Education complaint form, along with a copy of the full policy and procedures from the following Web site: <http://www.cde.ca.gov/re/cp/uc/index.asp>.

McKinney-Vento

California Virtual Academy @ Los Angeles is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board adopted grievance policy and/or uniform compliant procedures outlined in this handbook.

Homeless Liaison
Natalie Zartarian
nzartarian@caliva.org
(805) 581-0202
50 Moreland Rd
Simi Valley, CA 93065

Materials and Computer Equipment

All instructional materials, including computer equipment and related hardware, are loaned to the student by California Virtual Academy @ San Diego. Students are expected to return all materials in good condition using the free shipping labels provided by K¹² should they withdraw from CAVA @ San Diego.

Families are expected to handle CAVA @ San Diego property with care and ensure an accurate inventory of these materials is maintained in the home. It is recommended that families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The California Virtual Academy @ San Diego shall not provide any funds or other items of value to the student, parent or legal 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 legal guardian.

Special Education

The California Virtual Academy @ San Diego offers special education services within our full-inclusion, general education, independent study model. These services are available for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, California Virtual Academy @ San Diego works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's regular education teacher and /or request a special education parent handbook. Any Special Education needs or concerns should be directed to the Director of Special Education.

Response to Intervention/Student Study Team

The first step, in response to concerns expressed by either a teacher or a parent, is to start the response to intervention (RTI) process in order to improve the student's performance. The RTI process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. Implementation of the RTI process is designed to increase support with the goal of improving long-term academic success. . This process starts with in-depth screening to identify specific areas of need for students. The Student Study Team (SST) is a resource available to all CAVA @ San Diego families. The SST is designed to address parent concerns regarding their student's academic or behavioral challenges. The SST meeting provides a forum for the parent, general education teacher, additional CAVA @ San Diego teachers and support staff to come together and develop additional ideas or strategies to help the student. All SST meetings are conducted via conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and weaknesses. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know.

Interventions

California Virtual Academy @ San Diego offers student-specific, individualized interventions for all students in need of support. Your student will receive research-based support and strategies, particularly in areas where your student is struggling.

Support Staff

California Virtual Academy @ San Diego is proud to offer many different levels of support and support staff to fit your student's academic needs. Should you or your child's teacher have a concern regarding your child's educational process a referral can be made to one of our many intervention support programs.

Student Records

A student record is any item of information directly related to an identifiable student and maintained by the school or required by an employee in the performance of his/her duties. Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please review the FERPA Notice located on page 13 of this handbook. Please provide our Registrar with five (5) days' notice so

that the record may be pulled. The record must be viewed in the presence of a California Virtual Academy @ San Diego administrative staff member.

Students who transfer into the California Virtual Academy @ San Diego will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to the CAVA @ San Diego offices at that time.

Should the parent/legal guardian decide to withdraw from the California Virtual Academy @ San Diego and transfer to a new school, the new school will contact the CAVA @ San Diego office to request the student's records. CAVA @ San Diego will mail the records to the requesting school.

Should the parent/legal guardian decide to withdraw from the California Virtual Academy @ San Diego and teach in the home, the parent/guardian should contact the CAVA @ San Diego office to request that a copy of the student's records be mailed to the parent/legal guardian.

State Standardized Tests

As a network of public charter schools, our students participate in the following state standardized tests:

Grades 3 - 8 and 11: California Assessment of Student Performance and Progress (CAASPP)

Grades 5, 8 and 10: Science – California State Test (CST)

Grades 5, 7 and 9: Physical Fitness Test (PFT)

Participation rates are critical to the success of our schools. According to recent regulations outlined in the No Child Left Behind Act of 2002, a public school is required to achieve a participation rate of 95% on all state testing. If a school has less than 95% of its students participate in any assessment, the school risks receiving a serious penalty by the state of California.

The CAVA @ San Diego faculty administers all standardized tests at facilities located within a reasonable driving distance of the student's address on record. A testing schedule is provided in our school calendar, with individual student testing information being communicated by the student's assigned teacher as the testing window approaches.

Individual student performance results on state standardized tests are distributed to both parents and teachers in a timely manner by the state of California.

School Communication

In any school, but especially in a virtual school, regular communication with CAVA @ San Diego staff is essential for student success. If the student, parent/legal guardian, and/or learning coach will be out of state, on vacation, or otherwise unable to communicate with CAVA @ San Diego staff for a period of time (as outlined in the CAVA @ San Diego Enrollment Requirements), it is the responsibility of the parent/legal guardian to notify the student's CAVA @ San Diego teacher so that proper arrangements to monitor student progress and attendance can be made.

Due to the enrollment requirements of our school, if CAVA @ San Diego staff is unable to contact the parent/legal guardian and/or learning coach for a period of time, CAVA @ San Diego staff will follow the Non-Compliance Policy as outlined herein. If, after the policy is followed, contact has not been made, it will be assumed that the student is enrolled in another educational program and he/she will be withdrawn.

Withdrawals

If the parent/legal guardian, decides to withdraw a student from CAVA @ San Diego (or an 18 year old student decides to withdraw him or herself), he/she must communicate this decision through the assigned CAVA @ San Diego teacher. The teacher may schedule a final in-person conference (this may be via online classroom, as deemed appropriate by the CAVA @ San Diego teacher) to ensure that the student receives the appropriate academic and attendance credit. During this meeting, the parent/legal guardian will be required to submit student work completed in each subject area since the last conference. Shipping labels required for the return of the loaned computer hardware and educational materials will arrive within 2-3 weeks from the date the teacher was notified of the withdrawal.

Work Permits

Parents needing to complete work permit paperwork for their students can send the appropriate documentation to the CAVA @ San Diego offices Attn: Work Permit.

Please give us at least 10 working days to return your permit paperwork. In order for us to complete Work Permit Paperwork, your student must be in good standing with the school in terms of attendance and progress.

CAVA @ San Diego Elementary (TK-5th Grade) Program Information

Course Level Placement

The California Virtual Academy @ San Diego offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level and courses, with remediation and enrichment support provided as deemed appropriate by the student’s assigned CAVA @ San Diego teacher.

Elementary Courses

The courses listed below are the age-appropriate grade level courses that students will be assigned upon enrollment and at the beginning of each school year. Additionally, all students are assigned Physical Education as part of their ILP. Students in grades 3-5 can choose to participate in the World Language program in place of Music. Please note that the World Language courses are not teacher-supported and cannot be given academic credit.

<i>Grade Level</i>	<i>Math</i>	<i>Language Arts</i>	<i>History</i>	<i>Science</i>	<i>Electives</i>
Transitional Kindergarten	Embark Plus Math	Language Arts: Embark Plus Language Arts *Free Reading/Journaling *Language Arts *Tools Exploration	Embark Plus: Social Science	Embark Plus: Science	Embark Plus Art Embark Plus Music
Kindergarten	Math Plus Blue	Lang. Arts Blue *Handwriting *Lang. Skills *Lit. & Comp. *Phonics	History K	Science K	Art K Spotlight on Music K
1 st Grade	Math Plus Green	Lang. Arts Green *Lit. & Comp. *Vocabulary *Adv. Phonics & Spelling *Handwriting & Writing Skills	History 1	Science 1	Art 1 Spotlight on Music 1
2 nd Grade	Math Plus Orange	Lang. Arts Orange *Handwriting *Lit. & Comp. *Spelling *Vocabulary *Writing Skills	History 2	Science 2	Art 2 Spotlight on Music 2
3 rd Grade	Math Plus Purple	Lang. Arts Purple *Cursive Handwriting *Lit. & Comp. *Spelling *Vocabulary *Writing Skills	History 3	Science 4	Art 3 Spotlight on Music 3
4 th Grade	Math Plus Red	Lang. Arts 4 *Vocabulary *Composition *GUM *Literature *Spelling	History 4	Science 4	Art 4 Spotlight on Music 4

5 th Grade	Math Plus Yellow	Lang. Arts 5 *Vocabulary *GUM *Composition *Literature *Spelling	American History A	Science 5	Amer. Art A Spotlight on Music 5
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Physical Education

Physical Education (PE) is a required course and will receive a grade of below expectations, meets expectations, or exceeds expectations on the mid-year progress report and year-end report card. Students are expected to complete an average of 20 minutes of physical activity per day, for a total of 200 minutes every ten (10) school days. Learning coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each 20-day learning period.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include, but are not limited to:

- Participation in an athletic class, dance class or sports team.
- Supervised activities such as regular bicycling, hiking, calisthenics or jogging.

Progress in Coursework

California Virtual Academy @ San Diego realizes that not all students work at the same pace, and provides a unique opportunity for students to master grade level state standards through core and comprehensive curriculum content together with remedial, enrichment, and/or extension activities and lessons, as part of our independent study program. Students are expected to work daily in their assigned coursework, as detailed on the student’s Individualized Learning Plan (ILP), which is provided by the general education teacher on a quarterly basis and updated as needed throughout the school year. Most K¹² courses are designed to be completed over the course of a full school year. As such, students are assigned coursework in accordance with the grade specific syllabus. Students may also be assigned project-based instructional activities, honors projects, and/or teacher-created assessments/assignments, including extension, enrichment, and remedial learning activities, based upon individual student need.

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. CAVA @ San Diego faculty strives to support all students in this endeavor. The homeroom teacher will work to support students with missing and/or late assignments. All missing assignments (including course work and assigned live instructional sessions) must be made up within the assigned semester in order for a student to receive credit.

Accelerated Course Level Changes

The California Virtual Academy @ San Diego program provides a challenging, mastery-based curriculum. This means that each lesson teaches important concepts and builds upon previous lessons. Research shows that student learning is best supported when instruction and evaluation are based on clear learning goals, are differentiated according to student needs, and students understand goals and the expectations for quality work, receive and use descriptive feedback, and take meaningful steps to

improve their academic performance. Assessment data is used to make decisions that support and expand learning, and parents/learning coaches work with teachers collaboratively to ensure each student is provided with rigorous intellectual work that may include honors projects, individualized assignments, and other differentiated instructional components.

Mid-year course level changes are evaluated for appropriateness on a student-by-student basis. If it is determined that the student's needs cannot be met through enrichment and/or honors projects within the age-appropriate grade level course(s), it may become necessary to consider an advanced course level change. CAVA @ San Diego has high expectations for each of its students, which include:

- Students are able to solve complex multi-step problems and tasks, different from what they have seen in the regular coursework.
- Students are able to find ways to solve problems and complete tasks that require initiative and imagination.
- Student can explain and/or defend their solutions using effective communication skills.
- Students are able to use constructive learning.
- Students receive and respond to feedback (both peer and teacher feedback).
- Students are reflective and accountable as demonstrated in their coursework.

If the above expectations are met, and exceptional course/grade level skill mastery has been demonstrated by the student via a student work portfolio, evaluative assessments, etc., the student may be considered for an advanced course placement within the school year.

Promotion and Retention

The California Virtual Academy @ San Diego expects all students to achieve proficiency levels in grade level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students, and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

Promotion

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

Kindergarten to 1st Grade:

Kindergarten students who have completed one year of kindergarten shall be promoted to the first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year. Students continuing in Kindergarten must have a completed Kindergarten Continuance form on file in order to extend their Kindergarten year.

1st to 2nd Grade:

Students who have completed one year of first grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the second grade.

2nd to 3rd Grade:

Students who have completed one year of second grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the third grade.

3rd to 4th Grade:

Students who have completed one year of third grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the fourth grade.

4th to 5th Grade:

Students who have completed one year of fourth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the fifth grade.

5th to 6th Grade:

Students who have completed one year of fifth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the sixth grade.

Retention

The decision to retain a student in his/her current grade level for the following school year will be made only after careful consideration to ensure the academic best interests of the student are served.

California Virtual Academy @ San Diego does not retain students retroactively. Pursuant to approved enrollment requirements, all students are enrolled at their age appropriate grade level unless an official retention was approved by the previous school.

Any recommendation for student retention must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators.

Identification of students who are at risk of being retained will be made by the student's regular teacher, as early as possible in the school year and regularly throughout any student's enrollment with the California Virtual Academy @ San Diego. Notification shall be provided to parent(s) of students identified as at risk for retention as early in the school year as practicable. Retention of students between second and fourth grade will be based primarily on proficiency in reading. Retention of students between fourth grade and sixth grade will be based on minimum performance levels in reading, English-language arts and mathematics.

Indicators of students who are at risk of being retained may include the following:

- Diagnostic assessment results in Reading and/or Mathematics indicating the student is performing 2+ more years below grade level standards
- Below Expectation grade marks in reading, English language arts and/or mathematics
- Bader Reading assessments indicating student is performing 2+ years below grade level standards

- Summative assessments including, but not limited to, CAASPP or other standardized performance assessment results indicating student is below basic or far below basic grade level standards
- Evidence of below minimal achievement levels including student work, teacher observation, performance assessments, and other data
- Evidence of lack of mastery of foundational concepts in reading, English language arts and/or mathematics that is below minimal performance levels

All students identified as at risk for retention shall be referred for and required to participate in interventions and/or remediation programs to assist the student in attaining acceptable levels of academic achievement. These opportunities may include small group intervention, one-to-one and small group targeted intervention, supplemental remedial programs and/or appropriate remedial reading coursework. Students shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time.

The following process will be followed regarding the decision to retain a student to his/her current grade level:

1. Identification of the student for retention pursuant to the indicators outlined above.
2. The teacher(s) of record may recommend retention pursuant to the above indicators and other supporting factors.
3. Evaluation of written parent request/recommendation with supporting details received on or before the last day of the 3rd quarter of the school year.

5th grade students will be considered for retention based upon the indicators set forth herein and taking into consideration that the lowest level of middle school courses offered in English language arts is Intermediate English A and in mathematics is Intermediate Math A. If a student would not be successful in the lowest level of middle school coursework, the student may be a candidate for retention.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention, or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook.

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

Acceleration: Mid-Year Promotion

When high academic achievement is evident, and it is determined that appropriate academic placement is not available that would better meet the student's academic needs, the teacher of record may recommend a student for acceleration of grade level promotion at mid-year. The decision to promote a student's grade

level at mid-year or at the end of the school year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Kindergarten students do not qualify for a mid-year promotion unless they have completed one full year of kindergarten, or will turn 6 their first grade year by the date set by the state of California.

In order for the school to make sound academic decisions regarding mid-year grade level promotions, the following processes will be followed:

1. Parents may request that the teacher promote their child to a different grade level at the end of the 1st semester, which may result in a 2-grade promotion during one school year.
2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments. **
3. The teacher will then send a written request (via mail or email) to the appropriate Curriculum Specialist. Requests must be received by email or post-marked by the due date.

**An examination of the student's skills/knowledge of the content areas may be conducted in a variety of ways, including, but not limited to: in-person course evaluation, written assessments, in-person writing prompts, in-person interviews, and a complete evaluation of student work to determine consistent exceptional mastery (above grade level standards). Documentation may include, but not be limited to:

- Evaluation of reading ability and comprehension. This may be determined through Bader reading assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level.
- K-2 benchmark assessment data (if applicable) indicating that the student has mastered all current grade level content/state standards, and is prepared to meet the academic expectations at the new grade level.
- Diagnostic assessment data indicating the student is reading and comprehending 2 years above current grade level.
- Diagnostic assessment results indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
- Standardized test results (if available) indicating the student was proficient or advanced at their previous grade level in both English language arts and mathematics.
- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
- Evidence the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.

- Student performance indicates exceptional mastery in all core courses and grade level state standards.
- Information regarding prior grade retention and the circumstances of such.
- The age of the student.
- Any academic concerns that have been expressed.
- If the student's assessment results are not above grade level, a written explanation as to why a promotion is still in the best interest of the student must be provided.
- If the student is not on track to complete all courses at the grade level he/she would be promoted to, a written explanation regarding why a promotion is still in the best interest of the student must be provided.

*Under no circumstance shall the parent or learning coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision regarding acceleration of the student, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook.

Mid-Year Enrollment

Students enrolling in the CAVA @ San Diego elementary program mid-year will begin all assigned courses at the expected progress point pursuant to his/her date of enrollment. Students will be provided with remediation and/or enrichment support to ensure mastery of all grade level skills and concepts to promote a smooth and successful transition into our independent study program.

Advanced Learners Program (ALP)

The Elementary Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including honor projects, etc. to deepen and extend their learning in a variety of areas. These activities include:

- ALP Class Connect course access in selected course areas
- K12 Learning Circles: Monthly, nation-wide events that expose students to topics outside their OLS curriculum
- K12 ALP Book Club: Monthly, nation-wide events in which students are introduced to major literary devices, and then create a project based on the device discussed. Projects are based on specific genre each month

To participate in the ALP program, students must be identified and recommended by their general education teacher. Students will be evaluated for placement in the ALP program based upon the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above grade level skills
- Completing all assignments as indicated on the ILP, including honors projects, other custom assignments, etc.
- Demonstrating mastery of most or all grade level state standards through teacher-evaluated course assignments
- Has a genuine interest in, and shows a love of, learning
- Attending and participating in all assigned live instructional sessions
- Performance on assessments, including diagnostic, standards-mastery, teacher-created, and/or other assessments

Elementary Grading Policy and Rubric

Standards-based grading provides a focus on measuring student proficiency on grade level learning outcomes, based upon the California state standards. Student grade marks will be based upon ILP assignments, utilizing the following rubric.

<i>Progress Towards Standard Mastery</i>	<i>Description</i>
4	Student consistently demonstrates exceptional mastery of grade level standard being measured, with in-depth inferences and applications.
3	Student consistently demonstrates proficiency of grade level standard being measured. This is the expected level of performance for all students.
2	Student is approaching mastery of grade level standard being measured, but has some errors/omissions.
1	Student demonstrates little or no understanding of grade level standard being measured.
Not Measured (X)	Standard was not assessed during grading period.

Non-academic factors, including work and study habits, effort, and citizenship, will be evaluated upon the following rubric:

<i>Indicator</i>	<i>Description</i>
Outstanding (O)	Student consistently meets classroom and coursework expectations with little or no additional support.
Satisfactory (S)	Student generally meets classroom and coursework expectations, but may require additional support and on-task prompting.
Needs Improvement (N)	Student requires significant additional support to meet classroom and coursework expectations.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignment and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the education rights holder for the student may request that a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Procedures

A. Notice of Process for Requesting a Grade Change

1. The grade appeal policy shall be included in the Parent-Student Handbook.
2. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

B. Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Director of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Director at the same time as the decision is provided to the parent.
4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

C. Principal Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Principal. A parent must make the written request to the Principal within ten (10) school days of the date of the teacher's written decision not to change the grade.
2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
3. The Principal shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Principal received the parent's written appeal.
4. Following the meeting with the parent/guardian/student, the Principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be effected within thirty (30) business days of the date the Principal received the parent's written request for review.

D. Director Level

1. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director or designated administrator. This written request must be made within ten (10) school days of the date of the Principal's written notification of the site level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director may designate an appropriate administrator or panel of administrators to review the request.
2. The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
3. The parent, student, and teacher shall have the right to submit relevant documentation.
4. The Director or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director or designated administrator or panel shall give the teacher the opportunity to be present or to otherwise provide input.
5. Within twenty (20) school days of the Director's receipt of the parent's written request for review, the Director shall inform, in writing, the parent, student, teacher, school and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be effected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

Student Assessment

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) with setting appropriate academic goals throughout the school year, determining whether or not goals have been met, and measuring student

growth and achievement over the course of each quarter, semester, and school year. Assessments may be formal or informal in nature, may be administered in-person, via virtual classroom, and/or via other methods of communication, and include (but are not limited to): student coursework, benchmark assessments, standards-based assessments, diagnostic assessments, and other teacher-created assessments/assignments. At various points throughout the school year, learning coaches will work with the CAVA @ San Diego teacher to appropriately evaluate student achievement levels, which will support student's academic growth while enrolled in our program.

Live Instruction

Teacher-provided live instruction is an essential component of our independent study program. Instruction occurs multiple times per week, both in-person and through the virtual classroom (Class Connect). Students are required to attend live instructional sessions at least once per week as assigned by CAVA @ San Diego staff, including the general education, special education, intervention, and English-language development teachers. Sessions may be required more frequently based upon student need in order to ensure that all students are provided with the instructional support necessary to reach their full academic potential.

Failure to regularly attend and participate in assigned live instructional sessions (both in-person and virtual) may indicate that independent study is not an appropriate placement for your student.

Teacher Conferences

Throughout the year, both you and your student(s) will meet with your teacher(s) via phone, online classrooms and in-person on a regular basis. Student work will be both assigned and collected during these meetings. Meetings provide an excellent time for you to celebrate your student's success, voice concerns, discuss enrichment/honors projects, and review/evaluate your student's progress through his/her assigned coursework. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, review of student work portfolios, and assessment.

Your teacher will work with you to arrange the date, time and location of all meetings. In-person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both your and your teacher's responsibility to provide at least 24 hours' notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. Conferences with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more frequently. Failure to meet this requirement may indicate that independent study is not the appropriate placement for your student, and may result in your student's withdrawal from CAVA @ San Diego.

Your teacher will use these meetings to:

- Review assigned work completed by your student during the learning period
- Provide additional instructional support (as deemed necessary by the teacher)
- Assign work for the next learning period

- Conduct academic evaluations/assessments, as needed, and provide you with appropriate feedback to ensure consistent academic progress/growth

Student Work Portfolios

In order to measure student achievement and growth, as well as meet state independent study guidelines, student work portfolios will be created and maintained by your student's general education teacher. Your teacher will collect and evaluate your student's assignments on a frequent and regular basis during each learning period. Your teacher may request to receive your student's coursework by mail, OLS file sharing, email, during in-person instructional sessions, and/or conferences. It is imperative that you work closely with your teacher to submit all requested coursework for evaluation on a regular, on-going basis. A portion of the collected coursework is stored as part of your student's cumulative file and is maintained at the CAVA @ San Diego office, as required by the state of California.

Below are the qualifications of acceptable student coursework:

- Original student work, in the student's own handwriting
- Student work is neat and organized (age-appropriate)
- Student work demonstrates mastery of the lesson content
- Includes student's name, date, unit and lesson number or assignment description
- Is reflective of work as assigned on the ILP and completed within the appropriate learning period/quarter
- Student work is evaluated and scored by the parent/learning coach using the provided answer keys, which can be found within the OLS lesson content or as supplied by your student's teacher
- Is submitted according to the deadlines established by the CAVA @ San Diego teacher and as indicated on the student's ILP

Failure to provide student work regularly as requested by CAVA @ San Diego staff may indicate that independent study is not the appropriate placement for your student.

Elementary Academic Integrity (Dishonesty and Plagiarism)

Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- To use another's work and claim as your own
- To submit an assignment to more than one course
- To copy from text, web site or other course material (this includes answer keys)
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise
- Buying a paper or project
- Sharing files

- Copying from another person's work
- Turning in work completed by another person (including Learning Coach)
- Asking for answers in a chat room and/or threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Manipulating online assessments to achieve a passing score without mastering the assessment content
- Marking lessons complete on the OLS that have not been completed by the student and evaluated by the learning coach

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

Consequences:

- 1st offense – teacher will remove credit for any assignment related to the offense. Teacher will conference with parent and student regarding the offense and discuss the repercussions of additional offenses. Teacher will provide resources and support to help student succeed while maintaining academic integrity. Student will be required to resubmit assignment(s) directly to the teacher within 1 week to receive credit.
- 2nd offense – teacher will remove credit for any assignment related to the offense. An administrator will conference with the teacher, parent and student regarding the seriousness of academic integrity. A letter will be placed in the student's file regarding the offense. The student may be required to have additional supervision (example: complete assessments in the online classroom) to help support the student become successful in the future. The student will not receive academic credit for the assignment(s).
- 3rd offense – student may be withdrawn from CAVA and placed back in their school of residence. The incidents will be noted in the student's permanent file.

Avoiding Plagiarism:

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Student is also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook* and for formatting questions refer to manuals such as *The MLA Handbook for the Humanities*, *The*

Publication Manual of the APA for social sciences and business and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and evoked access to course(s).

Elementary Outings

Elementary teachers will work collaboratively to coordinate and facilitate outings with their students. These outings provide opportunities for teachers, parents, and students to interact for the purposes of building community, engaging in hands-on learning opportunities, and socialization. Families are strongly encouraged to attend. Parents are responsible for any costs incurred while attending a CAVA @ San Diego outing including, but not limited to: transportation, entrance fees, meals, etc. A parent and/or legal guardian is expected to attend all school outings in which his/her student is participating. Students may receive academic and attendance credit for time spent at CAVA @ San Diego outings when the outing is educational in nature.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

CAVA @ San Diego Middle School (6th-8th Grade) Program Information

Course Level Placement

The California Virtual Academy @ San Diego offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level and courses, with remediation and enrichment support provided as deemed appropriate by the student's assigned CAVA @ San Diego teacher.

Course Level Promotion

Our school policy is for students to work in their grade level curriculum. If you and your teacher believe that your student needs additional time to work in a course your teacher can make a request for a course extension. This will not affect the student's promotion to the next grade level at the end of the school year. Please note that not all requests are approved. It is difficult for students to get back to grade level once they have fallen behind. In many cases the best scenario is to keep the student at grade level and have the student participate in intervention support classes.

Middle School Courses

	Sixth	Seventh	Eighth
Language Arts	Grade 6 Language Arts (Integrated)	Grade 7 Language Arts (Integrated)	Grade 8 Language Arts (Integrated)
Math	Math 6	Math 7	Math 8
Science	Earth Science	Life Science	Physical Science
History	MS World History I	MS World History II	MS American History Since 1865
Art	Intermediate World Art I	Intermediate World Art II	Intermediate American Art II
Music	Spotlight on Music 6	Spotlight on Music 7	Spotlight on Music 8
World Language	MS Spanish Yr. 1 or Yr. 2 MS French Yr. 1 or Yr. 2 MS German Yr. 1 or Yr. 2 MS Latin Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS Spanish Yr. 1 or Yr. 2 MS French Yr. 1 or Yr. 2 MS German Yr. 1 or Yr. 2 MS Latin Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS Spanish Yr.1 or Yr. 2 MS French Yr.1 or Yr. 2 MS German Yr.1 or Yr. 2 MS Latin Yr. 1 or Yr. 2 MS Chinese Yr.1 or Yr. 2

*All Middle School CAVA @ San Diego students are assigned math, language arts, science, history, and Physical Education, Art and Music**.*

*** Students can choose to participate in the World Language program in place of Music. World Language is not a teacher supported course and therefore the student does not receive academic credit.*

Grade Level Promotion/Retention

The California Virtual Academy @ San Diego expect all students to achieve proficiency levels in grade level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students, and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

Promotion

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including letter grades, as approved by the governing board of the school.

6th to 7th grade:

Students who have completed one year of sixth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the seventh grade.

7th to 8th grade:

Students who have completed one year of seventh grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the eighth grade.

8th to 9th grade:

Students who have completed one year of eighth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the ninth grade.

Retention

The decision to retain a student in a grade level will be made only after careful consideration to serve the academic best interests of the student. Student retention recommendations must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators. Students shall progress through the grade levels by demonstrating growth toward meeting grade-level standards of expected student achievement.

All retentions are requests to retain in current grade level for the following school year. California Virtual Academy @ San Diego do not retain students retroactively. As per our enrollment requirements, all students are enrolled at their age appropriate grade level unless an official retention was approved by the previous school.

Retentions that are approved will be effective as of the last day of the school year.

Course level and official grade level are not equivalent; therefore current course level is not an indicator of promotion or retention eligibility.

As early as possible in the school year, the Director or designee shall identify students who should be retained or are at risk of being retained. The following indicators of academic achievement may be used:

- Course Grades
- Lack of mastery in foundational math and ELA concepts
- Observation by teacher
- Universal assessment results
- Bader reading assessment results
- Teacher and/or parent recommendation

When a student is identified as being at risk for retention by the teacher, intervention support will be implemented to assist the student in overcoming his/her academic deficiencies. The Parent or Legal Guardian will be notified in writing by the classroom teacher of the possible retention of the student, based on the above.

Parent requests for student retention must be received, in writing, prior to the last day of the third quarter. Original request letters must be sent certified with a tracking number. The tracking number needs to be emailed to the appropriate curriculum specialist. In order for the academic team to appropriately consider the request, the team will review the documentation of the student's academic ability. The student's teacher will document information concerning the student's progress, work, assessment results, observations, and his or her recommendation for or against retaining the student.

Assessments and documentation will include, but are not limited to, the following:

- Current grades in all courses.
- Bader results indicating the student is 2 or more levels behind.
- Performance assessment results indicating the student lacks foundational concepts to master concepts at his or her current age appropriate grade level in math and/or reading.
- Prior years CAASPP test results.
- Student's Responses to Intervention plan and progress.

- Documentation the student has completed assignments and worked with his or her teacher to remediate concepts necessary to master concepts in math and/or reading in the student's current grade level.

8th grade students will be considered for retention based upon the indicators above, as well as taking into consideration that the lowest level high school courses offered in Language Arts is Literary Analysis and Composition, and in math is Pre-Algebra. If a student would not be successful in the lowest level high school courses the student must be considered for retention.

The recommendation of the team, along with the parent's written request for retention and a summary of all data, will be sent to the Directors for review and consideration. The Directors may approve the retention, or return the request to the team to reconsider the supporting data or to provide more information.

If the parent does not agree with the decision they may follow the grievance policy and procedure as outlined in this Parent Student Handbook.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this Parent Student Handbook.

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

Acceleration: Mid-Year Promotion

The decision to promote a student mid-year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions (accelerations) are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Middle school students will also be considered for promotion at the end of the year from middle school to high school. Students who have completed and mastered all middle school core content (math, language arts, history, and science) will be considered for promotion to high school.

In order for the school to make sound academic decisions regarding mid-year grade level promotions or end of year promotion to high school, the following processes will be followed:

1. Parents may request that the teacher promote their child to the next grade level at the end of the fall semester, which may result in a 2-grade promotion during one school year.

2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments.
3. The teacher will then send a written request (via mail or e-mail) to the appropriate Curriculum Specialist. Requests must be received by email or post-marked by the due date.

Assessments* and documentation (Education Code (EC) Section 48070.5(b)) shall include, but are not limited to:

- Evaluation of reading ability and comprehension. This can be through reading an above grade level reading passage or by using the Reading Bader (assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level).
- Performance assessment results in both math and reading indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
- Standardized test results (if available) should indicate the student was proficient or advanced at their previous grade level.
- Current grades in all courses
- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
- Evidence the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.
- Information regarding prior grade retention and the circumstances of such.
- The age of the student.
- Any academic concerns the teacher has or that the parent has expressed.
- If the student's assessment results are not above grade level, the teacher must provide a written explanation as to why a promotion is still in the best interest of the student.
- If the student is not on track to complete all courses at the grade level he/she would be promoted, the teacher must provide a written explanation regarding why a promotion is still in the best interest of the student.
- The teacher's specific recommendation for the mid-year promotion, including consideration for the student's social abilities at the new grade level, and information as to whether the student's academic abilities will allow the student to continue to progress and master the curriculum at a rate appropriate to the new grade level.

*Under no circumstance shall the parent or Learning Coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision they may follow the grievance policy and procedure as outline in this Parent Student Handbook.

Mid-Year Enrollment

The K¹² curriculum is mastery based - each of the lessons in the curriculum builds upon content mastered in a previous lesson. Your student's assigned middle school teacher will work directly with you as to appropriate starting point in the students' English language arts, mathematics, history, and science curricular course work. Your teacher will assign the appropriate course content through the Online Middle School.

Instruction

The instructional time with your assigned teacher is the priority and the cornerstone of our middle school program. Teachers provide instruction to engage students in their learning through online delivery and instructional strategies that ensure effectiveness and achievement of learning expectations.

Required instructional sessions are based on data from diagnostics and interim assessments, OLMS work submitted, and teacher discretion of student needs. These sessions may include, but are not limited to:

- Previous week OLMS lesson check ins
- Remediation in Math
- Remediation in English/Language Arts
- History instruction
- Science instruction
- Literary book clubs
- Enrichment activities
- Virtual "Field Trips"

Participation in the class connect sessions is required of students, as assigned. Participation is factored into the earned letter grade for each core course, as assigned by the classroom teacher.

Middle School Academic Parent-Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via online classrooms and/or in-person on a regular basis; these are referred to as "Academic Conferences". Student's work will be collected and upcoming assignments reviewed during these meetings.

Academic Conferences provide an excellent time to celebrate student success, voice concerns, obtain enrichment ideas and discuss your student's progress through the K¹² curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation and assessment.

Your teacher will work with you to arrange the date, time and location of all meetings. In-person Academic Conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24 hours' notice should one of you become unavailable for the meeting. If an Academic Conference is canceled, your teacher will call to reschedule within the same learning period. An Academic Conference with your teacher will take

place at least once every 20 days, in person, via phone, and/or virtually. However, depending on your child's level of need, your teacher may require you to meet more often.

Your teacher will use these meetings to:

- Review goals met and create new goals to achieve.
- Review the work completed by your student
- Provide additional academic support
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Middle School Student Assessment

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) with setting appropriate academic goals throughout the school year, determining whether or not goals have been met, and measuring student growth and achievement over the course of each quarter, semester, and school year. Assessments can be formal or informal in nature, and include (but are not limited to):

- Universal baseline in reading and mathematics
- End of year Growth Assessment in reading and mathematics
- Interim Assessments assigned every 5-6 weeks
- OLMS lessons quizzes
- Other teacher-created assessments
- CAASPP Summative Assessments – state testing

Throughout the school year, your CAVA @ San Diego teacher will appropriately assess students at various points, which will support student's academic growth while enrolled in our program.

Progress in Courses

The goal of CAVA @ San Diego Middle School is to educate your student. We cannot be successful if your student does not participate in school.

Attending an independent study program requires that students are able to complete work independently as outlined in the enrollment requirements and as scheduled by their classroom teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

In order to have successful progress in each class:

- Student will complete and/or submit all daily lessons in each course
- Student will make continuous progress (actively engaged, completing assignments and submitting assignments) in each course

- Student will use the K12 curriculum exclusively
- Student must submit coursework at the direction of the teacher
- During travel time student must be progressing (actively engaged and completing assignments) in the curriculum. A travel plan must be created with the assigned Teacher prior to any travel that is more than one week.
- If a student is not actively participating, CAVA @ San Diego may review for possible withdraw for not meeting enrollment requirements.

Student Work Portfolios

In order to meet state independent study guidelines, student work must be submitted to your assigned CAVA @ San Diego teacher. Each learning period, students must submit their assigned work by the due date set by your CAVA @ San Diego teacher. Your CAVA @ San Diego teacher will assign and collect multiple completed lessons of student work from each of the courses your student is assigned during the learning period. Your teacher may request to receive your student's coursework via Online Middle School Drop Box, e-mail, USPS mail, and during in-person conferences. It is imperative that you and your teacher work together to collect and evaluate the student work on a regular, on-going basis. A small sample of the collected coursework is stored as a part of your student's cumulative file and is maintained at the CAVA @ San Diego office, as required by the state of California.

Below are the qualifications of acceptable student coursework:

- Original student work
- Student work is neat and organized (age-appropriate)
- Includes student's name, date, unit and lesson number or assignment description
- Is reflective of work assigned and completed within the appropriate learning period
- Student work is evaluated and scored by your CAVA @ San Diego teacher.
- Is submitted according to deadlines established by the CAVA @ San Diego teacher, and as indicated in the individual student plan on the OLMS.

Late Work

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. CAVA @ San Diego faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Makeup work for students in grades 6-8 shall be designated by the individual classroom teachers in accordance with the educational objectives of the class and/or course and provided according to the teachers' policies within that course. Grading and content penalties may apply to late assignments once submitted.

Middle School (6th – 8th grade) Grading

Middle school uses the traditional percentages earned for letter grades assigned for each subject: Math, English/Language Arts, History, Science, Art and Music.

Percentage Earned	Letter Grade Assigned
100 – 90%	A
89 – 80%	B
79 - 70%	C
69 – 60%	D
59% or below	F

Earned letter grades would include the following components for each core course:

- Completion of assigned lessons on the OLMS
- Completion and submission of assigned lessons by due dates provided by the classroom teacher.
- Class Discussions
- Quizzes
- Assessments – Initial, Interim, and Growth assessments as assigned
- Research Projects
- Participation in live session and course requirements, as assigned by the classroom teacher

Students enrolled in Music, Art, and Physical Education will receive a Pass or Fail grade determined by the following scheme:

Percentage Earned	Letter Grade Assigned
100 – 60%	Pass
59% or below	Fail

Physical Education

Education Code Section 51210 and 51222 requires up to 400 minutes of physical education every ten school days for students in grades six through eight. California Virtual Academies adheres to these California education codes, and requires that each student to complete assigned Physical Education lessons assigned on the student’s daily plan in the OLMS.

Report Cards

The California Virtual Academy @ San Diego provide a written report card for each student at the end of each semester. The report card will include the letter grade earned in each of the core courses, as appropriate to the middle school grading scale, as well as a short narrative provided by the child’s teacher.

**Please refer to the program-specific information detailed above for the Middle School grading policies.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignment and course grades through the Online Middle School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the education rights holder for the student may request that a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Procedures

A. Notice of Process for Requesting a Grade Change

1. The grade appeal policy shall be included in the Parent-Student Handbook.
2. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

B. Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Principal of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Principal at the same time as the decision is provided to the parent.
4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

C. Principal Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Principal. A parent must make the written request to the Principal within ten (10) school days of the date of the teacher's written decision not to change the grade.
2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
3. The Principal shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Principal received the parent's written appeal.
4. Following the meeting with the parent/guardian/student, the Principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be effected within thirty (30) business days of the date the Principal received the parent's written request for review.

D. Director Level

1. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director or designated administrator. This written request must be made within ten (10) school days of the date of the Principal's written notification of the site level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director may designate an appropriate administrator or panel of administrators to review the request.
2. The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
3. The parent, student, and teacher shall have the right to submit relevant documentation.
4. The Director or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director or designated administrator or panel shall give the teacher the opportunity to be present or to otherwise provide input.
5. Within twenty (20) school days of the Director's receipt of the parent's written request for review, the Director shall inform, in writing, the parent, student, teacher, school and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be effected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

Middle School Academic Integrity (Dishonesty and Plagiarism)

Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- To use another's work and claim as your own
- To submit an assignment to more than one course
- To copy from text, web site or other course material (this includes answer keys)
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in work completed by another person (including Learning Coach)
- Asking for answers in a chat room and/or threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Manipulating online assessments to achieve a passing score without mastering the assessment content
- Marking lessons complete on the Online Middle School (OLMS) that have not been completed by the student, evaluated by the learning coach, and submitted to the teacher if assigned to do so.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

Consequences:

- 1st offense – teacher will remove credit for any assignment related to the offense. Teacher will conference with parent and student regarding the offense and discuss the repercussions of additional offenses. Teacher will provide resources and support to help student succeed while maintaining academic integrity. Student will be required to resubmit assignment(s) directly to the teacher within one (1) week to receive credit.
- 2nd offense – teacher will remove credit for any assignment related to the offense. An administrator will conference with the teacher, parent and student regarding the seriousness of academic integrity. A letter will be placed in the student's file regarding the offense. The student may be required to have additional supervision (example: complete assessments in the online classroom) to help support the student become successful in the future. The student will not receive academic credit for the assignment(s).

- 3rd offense – student may be withdrawn from CAVA and placed back in their school of residence. The incidents will be noted in the student’s permanent file.

Avoiding Plagiarism:

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Student is also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook* and for formatting questions refer to manuals such as *The MLA Handbook for the Humanities*, *The Publication Manual of the APA* for social sciences and business and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and evoked access to course(s).

Advanced Learners Program (ALP)

The Middle School Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including honor projects, etc. to deepen and extend their learning in a variety of areas. These activities include:

ALP Class Connect course access in selected course areas:

- K¹² Learning Circles: Monthly, nation-wide events that expose students to topics outside their OLMS curriculum
- K¹² ALP Book Club: Monthly, nation-wide events in which students are introduced to major literary devices, and then create a project based on the device discussed. Projects are based on specific genre each month

To participate in the ALP program, students must be recommended by their teacher meet the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above grade level skills

- Completing all assignments as indicated on the ILP, including assigned projects, interim assessments, etc.
- Demonstrating mastery of most or all grade level assessments
- Has a genuine interest in, and shows a love of, learning

Middle School Outings

Teachers will work to facilitate monthly outings with their students in geographic areas. These outings provide opportunities for teachers, parents, and students to interact for the purposes of fellowship, informal information exchange, and outside the classroom academic enrichment. Families are strongly encouraged, but not required, to attend. Teachers will attempt to rotate the location of outings so as all students can attend conveniently. Parents are responsible for any costs incurred while attending a CAVA @ San Diego outing, including, but not limited to: transportation, entrance fees, meals etc. A parent and/or guardian is expected to attend all school outings with his/her child(ren). Students may receive academic and attendance credit for time spent at CAVA @ San Diego outings when the outing is educational in nature. Students with disabilities are also strongly encouraged to attend. If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Graduation Requirements

In order to prepare students for a rigorous post-secondary education, the California Virtual Academy @ San Diego will prepare students to meet entrance requirements for the Universities of California by providing a course of study that aligns to the state's academic standards and meets or exceeds local district and state requirements.

Students enrolled in CAVA @ San Diego will carry and maintain a caseload of at least 20 credits each semester. Students will obtain 210 credits as detailed below in order to meet graduation requirements.

** Credit Recovery Courses, and Online Learning courses count towards overall graduation elective credits, but do not count toward the 20-credit minimum each semester.

- A.** History/Social Science (30 Credits)
 - a. Modern World Studies
 - b. Modern US History
 - c. US Government and Politics (1 semester)
 - d. US and Global Economics (1 semester)

- B.** English (40 Credits)
 - a. Literary Analysis and Composition 1
 - b. Literary Analysis and Composition 2
 - c. American Literature
 - d. British Literature

- C.** Math (30 Credits) (3 years required/4 recommended) (Algebra 1 and Geometry are required)
 - a. Pre-Algebra
 - b. Algebra 1
 - c. Geometry
 - d. Algebra 2
 - e. Pre –Calculus
 - f. AP Calculus
 - g. Business and Consumer Math
 - h. Personal Finance

- D.** Lab Science (20 Credits) (2 years required/3 recommended) 2 of the following (1 year Life/1 year Physical)
 - a. Biology
 - b. Physical Science, Earth Science, Physics and/or Chemistry

- E.** World Language or Visual and Performing Art (20 credits) – 2 years of a World Language or 2 years of a Visual and Performing Arts or a combination of both
- a. Spanish 1, French 1
 - b. Spanish 2, French 2
 - c. Spanish 3, French 3
 - d. AP Spanish or AP French
 - e. Fine Art and Appreciation
 - f. Music Appreciation
 - g. Digital Arts I, II
- F.** College Prep Electives (40 credits minimum in above area) (chosen from additional “A-G” courses beyond those used to satisfy the requirements above also may include Community College Courses)

Required Electives (40 credits)

Health (5 credits)

PE (20 credits)

Career Education (5 credits)

- a. Reaching your Academic Potential
- b. Achieving Your Career and College Goals
- c. Introduction to Health Sciences

Courses may vary year to year depending on the offerings available. Please contact your Guidance Counselor for additional information on Core, Comprehensive, Honors, and AP courses.

Online Learning Course

All CAVA @ San Diego High School students will be enrolled in the Online Learning course each semester. This 2.5 credit course will be taught by the assigned Homeroom Teacher, and will include study skills, time management skills, and social interaction. Students will use the course to keep track of important school related events and deadlines (paperwork needed, CAASPP testing, etc.). Important information will be communicated through the course and weekly attendance will be required. Course will be taken for grade of Pass/Fail.

High School Grading Scale

Student grades will be determined based on how the student performs on assignments within each course. Teacher graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests

- Research Papers
- Participation

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester, students and parents can view grades in the grade book. Teachers, administrators, and parents also have access to grade information.

CAVA @ San Diego grading scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student’s grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Procedures

A. Notice of Process for Requesting a Grade Change

1. The grade appeal policy shall be included in the student handbook.
2. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

B. Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, “school days” are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher’s grading criteria and shall specifically allege how the teacher’s grading of the student reflects mistake, fraud, bad faith,

or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.

2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Principal of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Principal at the same time as the decision is provided to the parent.
4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

C. Principal Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Principal. A parent must make the written request to the Principal within ten (10) school days of the date of the teacher's written decision not to change the grade.
2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
3. The Principal shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Principal received the parent's written appeal.
4. Following the meeting with the parent/guardian/student, the Principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be effected within thirty (30) business days of the date the Principal received the parent's written request for review.

D. Director of High School Level

1. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director of High School or designated administrator. This written request must be made within ten (10) school days of the date of the Principal's written notification of the site level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director of High School may designate an appropriate administrator or panel of administrators to review the request.
2. The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
3. The parent, student, and teacher shall have the right to submit relevant documentation.
4. The Director of High School or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director of High School or designated administrator or panel shall give the teacher the opportunity to be present or to otherwise provide input.

5. Within twenty (20) school days of the Director of High School's receipt of the parent's written request for review, the Director of High School shall inform, in writing, the parent, student, teacher, school and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director of High School or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be effected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

Math Placement Policy

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. School and statewide mathematics assessments, including interim and summative assessments;
 - b. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
 - c. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
 - d. Final grade in mathematics on the student's official, end of the year 8th grade report card;
 - e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Head of School, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.

4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:
 - a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Head of School, or his or her designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the diagnostic test, in which case the Head of School or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within ten (10) school days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request. The Head of School or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Head of School or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Head of School shall specify the mathematics course or level recommended for the student. The Head of School's or designee's response must provide the determination as well as the objective academic measures that the Head of School or designee relied upon in making that determination.
 - b. Notwithstanding the foregoing, if the Head of School or designee requires additional time to respond to a parent/legal guardian's request, the Head of School or designee will provide a written response indicating that additional time is needed. In no event shall the Head of School's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Head of School or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Head of School or designee, acknowledging and accepting responsibility for this placement.

High School Physical Education

Physical education is a required course for ninth and tenth grade. Students are to complete an average of 40 minutes of physical activity per day or minimum of 400 minutes every 10 school days.

Students are responsible for performing the required physical activity minutes:

- PE-9: OTH020A and OTH020B Physical Education course is on the K¹² Learning Management System (LMS). All 9th grade students are enrolled in OTH020A and OTH020B Physical

Education. The PE-9 student journals physical activity and completes reading PE assignments on the LMS. All HS PE-9 communication is via email, LMS, and phone. Weekly PE announcements will be messaged to the students every Monday

- PE-10: CS-Physical Education 10A and CS-Physical Education 10B is on the K¹² Learning Management System (LMS). All 10th grade students are enrolled in CS-Physical Education 10A and CS-Physical Education 10B. The CS PE-10 student journals physical activity and completes reading PE assignments on the LMS. All HS PE-10 communication is via course announcements, email, or phone.

Learning Coaches are responsible for monitoring and supervising physical activity, as well as completing required PE logs.

PE physical activity may be varied. There are many options/choices of physical activity accepted in HS PE. Examples are provided in the PE course syllabus.

Progress in Classes

The goal of CAVA @ San Diego High School is to educate your student. We cannot be successful if your student does not participate in school.

Attending an independent study program requires that students are able to complete work independently as outlined in the enrollment requirements and as scheduled by their subject teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

In order to have successful progress in each class:

- Student will complete and/or submit all daily lessons in each course
- Student will attend required class connect sessions
- Student will make continuous progress (actively engaged, completing assignments and submitting assignments) in each course
- Student will use the K¹² curriculum exclusively and/or K¹² contracted curriculum (i.e. PowerSpeak, etc.)
- Student must submit coursework at the direction of the teacher
- During travel time student must be progressing (actively engaged and completing assignments) in the curriculum. A travel plan must be created with the Homeroom Teacher prior to any travel that is more than one week.

If a student is not actively participating, CAVA @ San Diego may withdraw for not meeting enrollment requirements.

Late Work

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. CAVA @ San Diego faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Makeup work for students in grades 9-12 shall be designated by the individual classroom teachers in accordance with the educational objectives of the class and/or course and provided according to the teacher's policies within that course. Grading and content penalties may apply to late assignments once submitted.

High School Academic Integrity (Dishonesty and Plagiarism)

Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include:

- To use another's work and claim as your own
- To submit an assignment to more than one course
- To copy from text, web site or other course material
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all of the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chat room
- Asking for answers in a threaded discussion
- Using an online translator or foreign language dictionary during examinations
- Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete their work

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

Consequences:

- 1st offense –
 - Student will receive an official warning, and be required to watch an information recording. Student will be allowed to re-do the assignment, should he or she take the necessary steps. Student, parent, and teacher will also sign a behavior contract.

- 2nd offense –
 - Student will receive a grade of F for the assignment, which will result in a lower overall course grade on the grounds of academic dishonesty.
 - The teacher will notify the student and parent via regular mail, and alert the Curriculum Specialist, Regional Lead Teacher, Guidance Counselor, and Principal. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
 - The student will be mailed/emailed a copy of the behavior contract on file from the previous offense. The contract will also be placed in the student’s file.
 - The student will be required to attend a tutorial session, held with an administrator.
- 3rd offense –
 - Student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript.
 - Parent and student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
 - A conference call will be set up with the student, parent, teacher, Curriculum Specialist, and Principal.
- 4th offense –
 - Parent and student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
 - Student may be withdrawn from CAVA and placed back in the school of residence.
 - The incident will be noted in the student’s permanent file.

Avoiding Plagiarism:

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook* and for formatting questions refer to manuals such as *The MLA Handbook for the Humanities*, *The Publication Manual of the APA* for social sciences and business and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

Change in Class Schedule

CAVA @ San Diego will allow class/schedule changes in the first ten (10) days of each new semester for good cause.

Good cause includes, but is not limited to:

- Misplacement
- Repetition of a previous course with a passing grade
- Placement in a course prior to receipt of transcript from former district(s)
- Parent request

CAVA @ San Diego will not allow new courses to be added to a student's schedule beyond the first ten (10) days of each new semester. All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

Withdrawing from a Course

Student request for withdrawal from an assigned course will be reviewed and completed as deemed appropriate by assigned Guidance Counselor.

Concurrent Enrollment

High School Concurrent Enrollment permits high school students the opportunity to enroll in courses at a local community college or at the high school site for educational enrichment. The purpose of the program is to provide "advanced scholastic," "educational enrichment opportunities for a limited number of eligible students" as defined by Education Code, Section 48800 and 76002.

The Intent – The intent of the Education Code in allowing concurrent enrollment is to provide high school students with accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

The Profile – Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work (work to make-up for failed high school classes or middle school classes) are not eligible and must be served by CAVA @ San Diego.

Remediation – The intent to take classes in order to make up for classes that have been failed in high school and it is disallowed.

Policies and Requirements for Concurrent Enrollment

CAVA @ San Diego High School students wishing to enroll in a community college must complete all forms with their high school counselor. The guidance counselor will help students select classes that meet their educational needs. Students will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the counselor.

Students under 18 years of age must have the signature of a parent or guardian authorizing the student's participation in the program. Students must submit a copy of the high school concurrent enrollment application to the counselor prior to enrollment each semester in which they wish to participate.

Students are limited to six units, or two classes, per semester.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from CAVA @ San Diego on his or her high school transcript.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Faculty staff is not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Read the class schedule and choose a course you would like to take.
2. Get your parent's approval for attending a college class and have them sign the high school concurrent enrollment form (if under 18).
3. Mail the high school concurrent enrollment to your school counselor to obtain his/her signature and discuss your selection.
4. Complete an admissions application from the community college and take it to the Admissions & Records Office along with the high school concurrent enrollment form.
5. You will be required to take assessment tests if you enroll in English, math, or ESL courses and you must adhere to any prerequisite requirements.
6. You must fill out a separate high school concurrent enrollment form for each semester you wish to attend.
7. In order for your student to receive the concurrent credit, the CAVA @ San Diego office must receive the final transcript with the class taken from the community college.

College Admission Requirement

California Virtual Academy @ San Diego is committed to offering high school students a variety of course options needed to meet the admission requirements of the California State University (CSU) and University of California (UC) system.

Information regarding California State University (CSU) and University of California (UC) admission requirements is provided for parents/guardians of students in grades 9 through 12. A list of CSU and UC websites to view high school courses that have been certified by the UC as satisfying admission requirements to CSU and UC is provided to all students via our internal email system and via counselor website <https://sites.google.com/site/cavacounselor/home>. For information regarding the selection of courses that will meet college admission requirements, contact your student's high school guidance counselor. For additional information regarding college admission requirements and CAVA @ San Diego offered courses that meet the CSU and UC admission requirements please refer to the Strong Start website which is available at <http://cava.k12start.com/>. In addition, these websites provide valuable information regarding college admission requirement and high school courses that have been certified by the University of California as satisfying California State University and University of California admissions requirements: www.csumentor.edu and www.universityofcalifornia.edu/admissions/.

In the event that California Virtual Academy @ San Diego is unable to offer a course that meets the A-G requirements set by the CSU/UC system, the school will provide students and their parents options for meeting the A-G requirement. The student and parent can work with their guidance counselor and school principal to choose the most appropriate option and receive reimbursement of expenses (tuition, books, and/or testing fees) upon submitting proof of satisfactory completion.

Annually, CAVA @ San Diego counselors will contact every student in grades 9-12 to review chosen courses of study. Additionally, a student in grades 9-12 may at any time request a meeting with his/her counselor through the high school counseling center.

High School Counselors

Our guidance counselors are here to help our students with questions and make sure that our students are successful. If you have questions regarding student classes or schedule, or graduation requirements please look in the OLS at your child's Finding Your Path course to find your assigned guidance counselor.

The most important job of the counselor is to make sure students are enrolled in the right classes, will be graduating in a timely manner, and are successful in CAVA @ San Diego.

Specific Functions:

- Coordinate yearly course selections, course changes, and long term 4-year selection plan
- Review and maintain transcripts
- Monitor student's progress
- Communicate with teachers, parents and students regarding academic status
- Conduct post-high school planning
- Write college recommendations
- Distribute scholarship information
- Make financial aid material available and guide parents and students through the process
- Provide registration information regarding PSAT, SAT and Advanced Placement testing
- Coordinate teacher/parent conferences when requested
- Provide support for new high school students

School Achievements and Awards

California Virtual Academy @ San Diego celebrates student achievement by offering a number of awards and recognitions.

Valedictorian Achievement: A graduating student that receives a 4.0 or above receives a Valedictorian Medallion at graduation. Students are notified of their valedictorian status prior to graduation.

National Honors Society Achievement: Per NHS bylaws, an NHS student is given an NHS achievement award at graduation if they have participated in NHS for 3 semesters prior to graduation.

Dean's Honor List: All students (9-12) at the end of the fall and spring semester that have received a 3.0-3.49 receive a Dean's Honor certificate via mail.

Dean's High Honor List: All students (9-12) at the end of the fall and spring semester that have received a 3.5 and above will receive a Dean's High Honor certificate via mail

Golden State Seal Merit Diploma: Students in the class of 2017 may be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas, four of which are English-language arts (ELA), mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student.

State Seal of Biliteracy: This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

High School Outings

Teachers will work to facilitate outings to provide opportunities for teachers, parents, and students to interact for the purposes of fellowship, informal information exchange, and outside the classroom academic enrichment. Families are strongly encouraged, but not required, to attend. Teachers will attempt to rotate the location of outings so that students can attend conveniently. Parents are responsible for any costs incurred while attending a CAVA @ San Diego outing, including, but not limited to: transportation, entrance fees, meals etc. A parent and/or guardian is expected to attend all school outings with his/her child(ren). Students may receive academic and attendance credit for time spent at CAVA @ San Diego outings when the outing is educational in nature. Students with disabilities are also strongly encouraged to attend. If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Release of Liability

My student has my permission to participate in any CAVA @ San Diego-sanctioned activity for the school year 2016-2017. This includes, but is not limited to, field trips, park days, testing and graduation ceremonies.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the CAVA @ San Diego activities.

I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge California Virtual Academy @ San Diego, it's officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of California Virtual Academy @ San Diego.

I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

I attest and verify that said minor is physically fit and able to participate in school events and acknowledge that I am aware of the inherent risks in participating in any athletic event.

Please make sure to notify the school if your child has had allergies, medicine reactions or an unusual physical condition which should be made known to a treating physician or which could limit participation in outings or in person events.

SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT:

By signing below, you are agreeing to the policies and procedures of the Parent handbook. Including (but not limited to):

- Enrollment Requirements
- Attendance
- Academic Progress
- Academic Integrity
- Appropriate behavior
- State testing requirements
- Grading system
- Sexual Harassment Policy
- Release of Liability

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Legal Guardian Name (Please Print): _____

Legal Guardian Signature: _____ Date: _____

CAVA Community Day Addendum

In addition to the policies and procedures outlined in the CAVA Parent/Student Handbook the following policies must be adhered to for those students participating in California Virtual Academies (CAVA) Community Day program.

The mission of CAVA's Community Day program is to provide opportunities for all students to achieve academic success in a safe and engaging environment.

We Believe:

- All children can learn.
- All children benefit from developmentally appropriate materials, practices, and strategies.
- Direct instruction of students helps to increase student achievement.

Community Day is a weekly educational opportunity for CAVA students. Students receive instruction from CAVA teachers in the areas of Math and English-Language Arts, as well as participate in many other educational and engaging activities

It is our desire to create a strong team of support for each Community Day student. We ask that students attend Community Day regularly to receive maximum benefit from this program. It is important that students arrive on time and come prepared to participate in the classroom learning. Parents/guardians will receive a Community Day newsletter specific to their site each week. This will provide important information including class syllabi, materials needed, activities, etc.

All Community Day students will be assigned to the class list of a Community Day teacher. Face-to-face meeting requirements will be met at Community Day. The following documents: *CD Emergency Contact Form, Parent's Approval and Student Waiver, and Photo Release Form* need to be completed and given to the site coordinator at the Community Day site. Teachers will collect comfort kits (see below) during the first month of Community Day.

Accidents/Emergencies

In case of an accident or emergency requiring a physician or hospitalization, we will immediately attempt to contact a parent/guardian. If we are unable to reach you, we will contact the person listed on the *CD Emergency Contact Form*. If immediate action is required, the school may call 9-1-1 while continuing attempts to reach the parents. Please review *Student Safety Guidelines* below.

Emergency Release Form

In case of an emergency, your child will only be released to the person indicated on the *CD Emergency Contact Form*. Proof of identification will be required.

Teacher/Parent Meeting Requests

In order for teachers to focus on preparing for instruction and orderly dismissal of students at the end of the day, parent conferences are limited to previously scheduled meetings and not on a drop in basis.

Parent Volunteers

Parents are an important part of our community Day program. There are many opportunities for parents to connect through volunteering, CAVA Close-ups, parent trainings and other activities. Classroom volunteers are scheduled in one-hour blocks of time and observations are scheduled and limited to 30 minutes. We ask that cell phones are not used in the classrooms. For parents who would like to remain on site, most sites are able to offer a designated parent lounge so parents can relax and wait for their children.

Child Care

Child care is available for younger siblings of CAVA students while parent is involved at CD.

- Childcare is provided for children ages 2-5.
- You must remain on site at Community Day if you have a child in the child care room.
- Children should be potty trained; however, if a child has an accident, the childcare provider will call you to the childcare room to change your child.
- Please bring a snack as we are not allowed to provide any snacks/drinks due to food allergies.
- If you have a child in the childcare, please pick him/her up before picking up your CAVA student from his/her Community Day classroom.

Medication

A required form (available from the site coordinator) must be completed by a physician in order for medications to be taken and/or administered at the Community Day site. CAVA is prohibited from administering over the counter medications to any student.

Allergies

After filling out pertinent allergy information on the student's Emergency forms and school records, please communicate with the class teacher regarding any allergies. As policy, the site coordinator will also distribute an updated list of student health conditions to all staff.

Contagious Illnesses

In the event of a contagious illness other than routine colds and flu, the parent/guardian will be notified of the concern if the school determines that their child has been exposed. Children may be asked to stay home until they are determined to no longer be contagious. The school will follow health guidelines issued by the California Department of Education for potential outbreaks of flu virus.

Drug Free Environment

CAVA Community Day maintains a drug, alcohol and tobacco free environment. Students who violate this policy are subject to disciplinary action.

Cell Phones

Cell phones are not permitted to be used by students from the time they arrive at Community Day until they are checked out. Students who do bring cell phones to school must have them turned off and in their backpacks during Community Day.

Care of Facilities

We appreciate the opportunity to utilize facilities for our Community Day program and strive to maintain them with excellent care. Should a student damage or destroy furniture, fixtures or any property his/her parent/guardian will be financially responsible for repairing or replacing the damaged item.

Pet Policy

With the exception of service animals, pets of any kind are not permitted on Community Day grounds.

Personal Items

CAVA does not assume responsibility for any personal items brought to school in the event of loss or damage.

Electronic Devices

Students may not have personal radios, tape players, CD players, iPods, MP3 players, or electronic games except with permission by a teacher for a specific event/activity.

Dress Standard

Clothing worn should promote the learning process and appropriate behavior. It is expected that students will wear clothing that is consistent with their health, safety and welfare. Specifically, shoes must be worn at all times. Special purpose shoes that may pose a safety hazard, such as flip-flops, "Wheelys" and "Heelys" are not permitted at Community Day. Shoes must have a back strap.

Snacks

Students should bring a nutritious snack and drink to Community Day each week.

Student Expectations

At Community Day, we strive to promote the development of a positive, healthy self-image. The teachers demonstrate kind and positive reinforcement techniques. Our desire is to encourage good behavior.

Each week at Community Day students will:

1. Care about learning
 - Always do their best
 - Follow directions
2. Care for self and others
 - Treat themselves and others with respect
3. Care about safety.
 - Keep hands, feet, and objects to self
 - Stay in designated areas

Community Day teachers will post and discuss these basic classroom guidelines and other rules they feel are important to an optimal learning atmosphere.

As a diverse community of learners, students must work together to create an environment of respect for each other and their teachers. To that end we have established the following code of classroom conduct:

- When participating in class dialogue, no one monopolizes discussions to the exclusion of others.
- Conflicting opinions among members of a class are respected and responded to in a respectful manner.
- No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
- No offensive comments, language, or gestures are to be part of the classroom environment.
- No behavior that is obscene or defamatory or which is intended to annoy, harass or intimidate another person will be allowed.

In addition, the following are strictly forbidden at Community Day:

- Physical aggression, violence, or threat of violence
- Disrespect for authority
- Gambling
- Profane/inappropriate language or behavior
- Bringing any type of weapon (including toy guns) or explosives to school
- Intimidation/bullying other students
- Sexual harassment
- Drug or alcohol use

Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from the Community Day program and/or CAVA.

Consequences:

1. First warning
2. If problem continues, administrator phone conference
3. Possible withdrawal
4. Depending on the severity of each action, CAVA reserves the right to withdraw student upon each action

Student Safety

COMFORT KITS

Your child's safety is our primary concern. We are asking that each child bring a "comfort kit" for use in the event of an emergency (flood, earthquake, etc.). Please place the contents in a zip lock bag and bring to Community Day during the first month of CD. Please write your child's name and grade level on the outside of the bag.

Contents:

- 1 small can/box of juice
- A favorite snack (such as beef jerky, fruit roll ups, cheese & crackers, etc.)
- Family photo
- Pen/pencil and small writing pad, cards, or favorite super small toy
- Emergency card with name and phone number of anyone authorized to pick up your child

*Comfort kits will be returned to you at the end of the school year.

EMERGENCY PROCEDURES

Each student must have an emergency contact form on file before they can participate in the Community Day program. This form gives us your specific directions and consent in the event of an illness while your child is participating in the Community Day program.

Emergency Contact Form:

- Specifies who is to be notified, in order of preference, in the event of an injury or illness.
- Directs the staff, in your absence, to those you wish to care for your child and specifies to whom we may release your child.
- Directs us to your physician and preferred medical facility in the event we are unable to reach you and feel, in our best judgment, the situation requires medical attention.
- Acts as a consent form for necessary evaluation in your absence and allows us to transport your child to a specified facility or care giver.

EMERGENCY RESPONSE SYSTEM:

INJURY:

- School staff will stay with the child and direct another staff member or responsible student to notify site coordinator and call 9-1-1 if necessary.
- Site coordinator will notify 9-1-1 if necessary and direct staff person to notify parents.
- If less severe or non-life threatening situation, site coordinator will assess injury or illness and direct staff to notify parents and or ambulance if necessary.
- Child will be moved to a secured location if, and when, it is felt to be safe to do so. Parents will be notified of the situation, or evaluation and recommendation. We will proceed according to parents' preference (i.e. wait for their arrival, call medical advisor, etc).

MAJOR:

In the event of any serious condition illness or major injury that could pose a threat to life or limb: 9-1-1 (emergency service) will be notified initially. Parents will be notified, in conjunction with 9-1-1, by school staff.

If a child's injury or illness does not appear threatening to life or limb, and the child is not in severe distress, parents will be notified immediately. If they are not available, other emergency numbers will be called in order of parents' preference (according to the emergency form). If it is felt to be in the best interest of the child's safety and well-being, your doctor and/or stated medical facility will be contacted. An ambulance will be notified at the parents' direction or staff discretion.

MINOR:

Minor illnesses and injuries that do not appear to warrant medical intervention will be treated according to basic first aid techniques as required and with attempted communications with parents, through phone calls and/or notes.

**Community Day
Parent/Student Signature Page**

By signing below, you are agreeing to the policies and procedures of the Community Day Addendum to the Parent/Student handbook.

Student Signature: _____ Date: _____

Legal Guardian Signature: _____ Date: _____