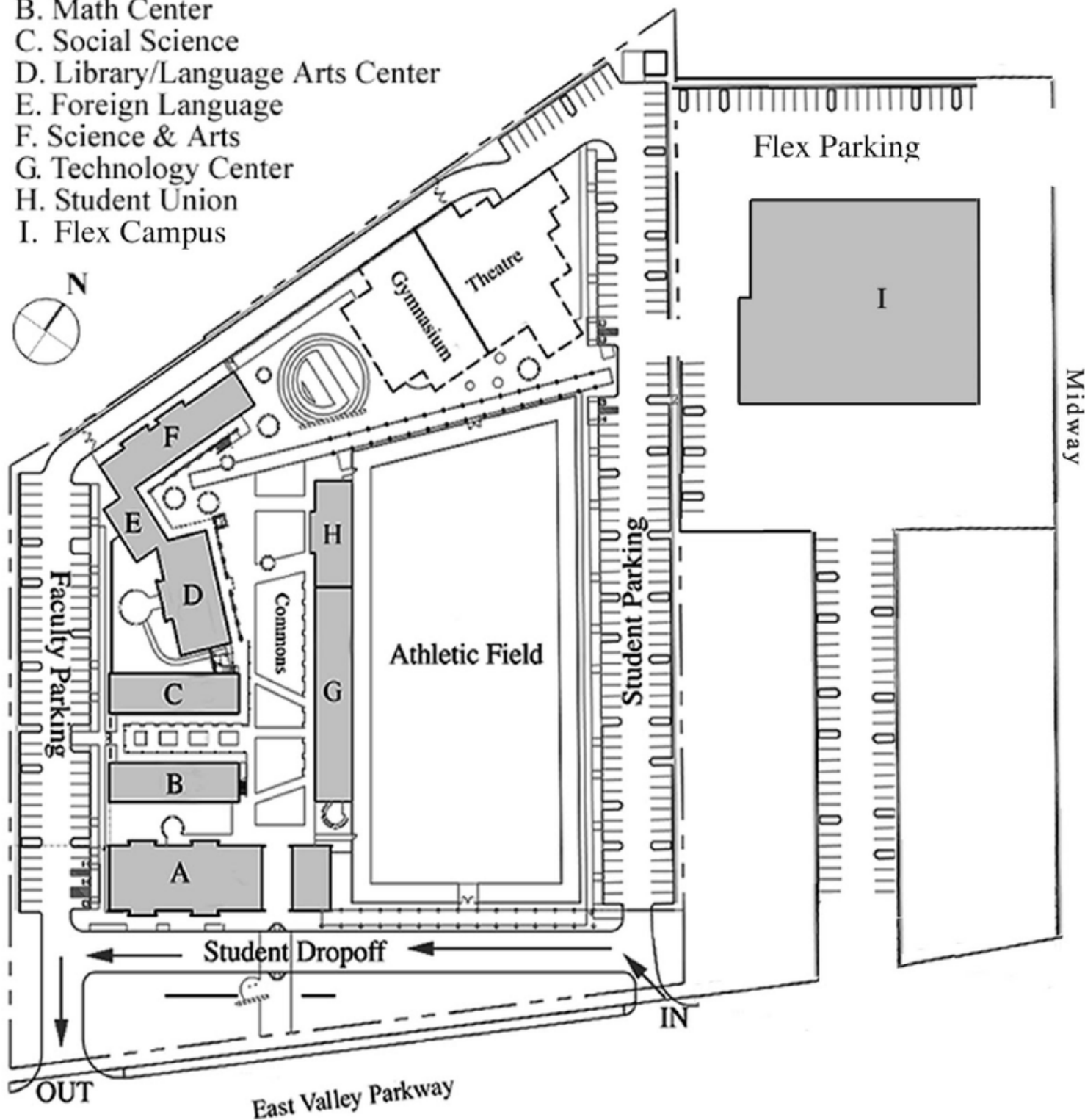


Escondido Charter High School

Buildings

- A. Administration/Individualized Learning Program
- B. Math Center
- C. Social Science
- D. Library/Language Arts Center
- E. Foreign Language
- F. Science & Arts
- G. Technology Center
- H. Student Union
- I. Flex Campus



MISSION AND VISION STATEMENTS

Mission of the American Heritage Schools:

The Mission of the American Heritage Charter Schools is the formation of hearts and minds, through a rich core curriculum with a perspective that cherishes timeless virtue and the American Spirit.

Achievement: "Formation of hearts and minds" (to achieve excellence)

Honor: "Rich core curriculum" (we honor the richness of our nation's intellectual tradition)

Character: "A perspective that cherishes timeless virtue" (we believe in the enduring concept of virtue)

Spirit: "The American Spirit" (entrepreneurship, creativity, ingenuity, innovation, personal sovereignty, hard work, etc...)

Mission:

The Mission of Escondido Charter High School (ECHS) is to bring choice and competition to public education and to provide a high-quality, safe, and orderly learning environment that will help students prepare for college and a successful career. ECHS strives to imbue students with a solid base of fundamental knowledge, critical thinking skills, and positive character traits including honesty, integrity, and personal responsibility. ECHS also seeks to instill in all students the traditional American ideals of hard work, discipline, and service necessary to provide leadership in the community and enjoy a productive and meaningful life.

Escondido Charter High School believes that parents and the school share a dual responsibility in developing the education plan that will provide the individual student with the opportunity to succeed both as a scholar and as a citizen.

Vision:

To fulfill the Mission of ECHS, the faculty and staff: acknowledge the primary responsibility that parents have for their student's moral and intellectual development; challenge students with rigorous academic coursework using a variety of effective instructional methods, both traditional and innovative that allow each student to realize his or her individual potential; believe that the study of Great Books, civil philosophy, and American history inspires our students to fulfill their responsibilities as citizens of

their community, state, and nation; and encourage our students to develop leadership skills and provide service to their community. Finally, AHCS is accountable to all of its stakeholders for the quality and stability of its institutions.

Mascot: The White Tiger

Colors: Maroon and White



PREAMBLE TO THE ESCONDIDO CHARTER HIGH SCHOOL *STUDENT POLICIES AND PROCEDURES HANDBOOK*

We, the Board of Directors and staff members of Escondido Charter High School have determined the following goals are essential to improving pupil learning. Moreover, the administration, faculty, and Board of Directors believe these goals will enable ECHS to meet its educational mission. These goals are based on the characteristics of highly effective schools as evidenced in current research.

ESTABLISH educational choice for parents and their students thereby providing competition in our public school system.

ENSURE academic excellence through high expectations.

PROVIDE effective instruction, well-managed classrooms, and back-to-basics curriculum designed to achieve student mastery of fundamental skills and knowledge.

PROMOTE an understanding and appreciation of American Civilization, United States History and our traditional American culture and values.

SECURE a safe and orderly learning environment by maintaining a strict dress code and procedures for student conduct that promote a positive learning environment free from distractions.

Statement of Understanding: In order to be officially enrolled in Escondido Charter High School, parents/guardians and students must read the *Escondido Charter High School Student Policies and Procedures Handbook* and sign a form attesting to the fact that they have read, understand, and will abide by the policies and procedures outlined in the handbook.

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STUDENT CONDUCT

Introduction

The staff at Escondido Charter High School (ECHS) believes all students have the right to be educated in a safe and orderly learning environment free from disruptions. It is important for students to understand they have a choice to make regarding their behavior. Appropriate conduct benefits both the individual and others. Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful toward their teachers, courteous to other students, staff, and volunteers, and do not seek to bring inappropriate attention to themselves by appearance or actions. Students are expected to be punctual, regular in attendance, and remain on school premises in accordance with program rules. Moreover, students are expected to refrain from profane, vulgar, or abusive language. The ECHS staff and Board of Directors believe good student conduct is based on the following values: Effort, Courage, Honor, and Service (ECHS).

Student Conduct

Since ECHS is a place of learning, order and discipline are critical for academic success. Therefore, student conduct, while on campus, must demonstrate respect for administrators, teachers, and other students. Students must also demonstrate a willingness to obey the teacher's course guidelines and classroom procedures. Inappropriate behavior will not be allowed to disrupt learning.

In order to establish a safe and orderly learning environment that is free from distractions, ECHS maintains a strict dress code for all students. Student dress that is appropriate to the educational environment promotes positive student behavior and supports the school's primary goal of improving student learning.

Food, all beverages (except water), candy, and gum are not allowed in classrooms, offices, or labs. Furthermore, student dress must be in accordance with the Student Dress Code, and any item brought to the school which is prohibited or disruptive will be confiscated. See page 44 for details of the Student Dress Code and pages 9 and 10 for a summary of policies concerning prohibited items, zero tolerance for physical violence, weapons, controlled substances, and unacceptable behavior.

Student Movement Throughout Campus

While on campus, students are required to be in or on their way to a classroom, lab, a Mentor Teacher's office, or in a designated waiting/study area. Students are not permitted to loiter on campus; this includes but is not limited to the common areas, parking lots, front of school, lunch tables, and archway.

Students will not be released to their vehicles during class time to retrieve items. They may retrieve items from their vehicle before school or after school.

Students are permitted to use the vending machines and the Student Union before school, during break, lunch, or after school. However, students are not permitted to loiter in the Student Union or on the Commons during classes.

ECHS Flex PLP students who are waiting for a class or to meet with an instructor must wait in the designated study areas located in Building A. Students are encouraged to arrive no earlier than 10 minutes before their first scheduled class. Loitering is not permitted. To avoid distracting classes and to provide necessary supervision, ECHS Flex PLP students may not wait for classes to begin in the Flex Building until the passing period preceding the start of class. Students are not allowed to visit a class they are not enrolled in without prior administrative approval.

Students and those waiting for athletic practices and games or for co-curricular activities such as musical theater and robotics, should not loiter on campus during the school day, and must wait by the lunch tables after school, prior to practice, games, or rehearsals. Students and Athletes should never be in an unsupervised locker room or classroom for any reason during any portion of the school day.

Dances and School Activities

Dances and school activities, such as field trips and sporting events, are extensions of the school day. Student conduct at these events directly reflects on the school and the individual. Therefore, the same expectations and rules of discipline that apply in the classroom or the teacher's office govern student behavior at these events. In particular, the dress code, restrictions on prohibited items, and rules concerning unacceptable behavior will be enforced. Also, note ECHS and ECHS Flex students who are absent for more than two periods are not eligible to participate in cocurricular activities (dances, sports, etc.) after school on the day of their absence. Flex PLP students who fail to attend their weekly scheduled appointment are only eligible to participate in cocurricular activities at the discretion of their Mentor Teacher.

Discrimination and Sexual Harassment

It is a basic human right for each person to be able to conduct his or her educational activity in an atmosphere free of fear, threats, bullying, and teasing. Therefore, harassment or discrimination of any kind, whether verbal, physical, or by electronic means, will not be tolerated. Please see the Board-approved policies prohibiting all such forms of harassment and discrimination in Appendix A-4, which is attached and incorporated by reference, and applicable to all students in AHCS schools.

Technology

The extensive use of technology is an integral part of the ECHS curriculum. As with Internet use, which is discussed below, computer systems are provided to instruct students in computer software applications, support academic research, and enhance student learning in specific curricular areas. Computers are not provided for entertainment, playing games, exchanging personal notes, or any other use not associated with assigned class work. Students may only access those files or settings authorized by the teacher. Accessing any other files or settings will be considered a violation of the ECHS Computer Use Ethics Policy.

Any violation of these guidelines may result in the immediate loss or restriction of computer access for all classes and a failing grade in the assigned computer class. Loss of computer access will normally be in effect for the remainder of the semester.

It should also be noted that student computer files are open to the public and may be randomly accessed by school administrators and teachers to check for unauthorized use.

Google Workspace For Education

At Escondido Charter High School, we use Google Workspace for Education, and we provide and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. Students may also have access to Google's additional services, including YouTube, Google Earth, Google Maps, and Blogger, as permitted by the school for educational purposes. At Escondido Charter High School, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

For answers to common questions about what Google can and can't do with your child's personal information please read the [terms of use](#).

Internet Use

Internet access is provided for student academic use. This capability provides a valuable tool for students to conduct research in support of the school's curriculum.

It should be understood that Internet access is not provided as a source of entertainment or amusement in the form of music, games, or other non-academic activities such as access to unauthorized or inappropriate Internet sites.

In support of the school's Internet policies, the following guidelines have been established:

- Internet access for students must be authorized by a teacher and must be for a specific academic purpose directly related to the curriculum.
- No downloading of music or files is permitted without the approval of the computer teacher.
- If unauthorized downloading or other Internet abuse occurs, it will be considered a computer violation and may result in the loss of computer privileges for the remainder of the semester.

Prohibited Items

Weapons of any type, or items that could be used as or look like weapons, are prohibited and are not to be brought to school. Examples of prohibited items/weapons include but are not limited to:

- | | |
|--------------------------|----------------------|
| • Water pistols | • Lighters |
| • Knives | • Guns |
| • Chains | • Clubs |
| • Ammunition | • Spiked Accessories |
| • Noise makers/air horns | |

Skateboards, roller blades, scooters, and bicycles are considered a safety hazard and may not be ridden on campus. If brought to school, they must be locked in the area designated for bikes, scooters, and skateboards. These items should be removed at the end of the school day.

Certain prohibited items may be allowed on campus for academic activities if

permission is requested in writing by a parent or teacher and pre-authorized by a program administrator. These items are for use only at the authorized activity and must be secured until the authorized event. Without prior authorization, prohibited items will be confiscated and only returned to the student's parent or guardian. In addition, the offender will be disciplined accordingly.

ECHS Smart Device and Earbud/Headphone Policy

ECHS recognizes the importance of communication and collaboration, and provides devices for students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions, the school enforces the following:

- Earbuds and Headphones will be kept in a student's backpack or locker during classes
- Cell phones and all mobile devices shall be TURNED OFF when entering a classroom, restroom, locker room, library, or the theater
- Cell phones and all mobile devices shall be kept in a student's backpack for the entirety of the class period or a cell phone locker in the classroom
- Cell phones and all mobile devices can be retrieved at the end of each period
- Students are not to take their cell phone with them when going to their locker or the restroom
- If a student needs to make an emergency call during the day, they are to come up to the office or use their cell phone before school, between classes, at break, lunch, or after school
- Smart watches should be in quiet mode during class and should only be checked for messages, etc during breaks and lunch
- Smart glasses, such as Metas, should not be worn on campus

First Offense: Any student who is seen with or using any of the above devices during class, while in a restroom, locker room, Student Services building, or theater, will have the item confiscated and locked in a cell phone locker by the classroom teacher. The student may pick up their item at the end of the period.

Second Offense: Device will be confiscated and sent to the front office for a parent or guardian to pick up at the end of the school day.

Additional Offenses will require a meeting between the student, parent/guardian, and administration to develop a behavior contract and discuss appropriate consequences.

Zero Tolerance Policy

Each person on campus at ECHS expects a safe and supportive learning environment. To promote this environment, the school has established a zero tolerance policy regarding physical violence, weapons, and all controlled substances. Violations will result in immediate disciplinary action and a report to the police department.

Unacceptable Behavior

The following conduct is prohibited on campus and during all school-sponsored activities:

- Disrespect and Language: Disrespect toward staff members or the use of vulgar, profane, or blasphemous language.
- Public Displays of Affection (PDA): Any physical displays of affection beyond handholding.
- Safety and Security: Dangerous driving and hopping fences.
- Restroom Conduct: Restrooms are not to be used for loitering. Usage should be brief and purposeful, and only one person is permitted in a stall at a time.

DISCIPLINE

Introduction

Escondido Charter High School (ECHS) remains committed to the goal of establishing a safe, orderly, and non-disruptive environment that is conducive to student learning. The ECHS Board of Directors and school staff believe that discipline based on the worth and dignity of each student is a positive form of guidance. All staff members, therefore, will implement an effective school-wide discipline plan in accordance with Escondido Charter High School's policies and state laws.

The responsibility of maintaining a positive school climate is shared by parents, students, and school staff. Each is expected to work cooperatively toward this goal. Parents, students, and school staff are also expected to deal effectively with behavioral concerns. To facilitate parental involvement in disciplinary matters, ECHS will work to establish cooperative communication between parents and the school in order to provide information and involve parents in the disciplinary process.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents, detention during and after school hours, using alternative educational environments, suspension, and expulsion. A student may be disciplined (including suspension and expulsion) for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school-sponsored event including but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period, whether on or off the school campus; 4) during, going to, or coming from a school-sponsored activity.

Searches and Seizures

In order for public schools to establish a safe and secure learning environment free from weapons, drugs, and other dangerous contraband, the law provides school officials with wide latitude to search students. When an administrator has reasonable suspicion that a student may be in possession of a prohibited item, the student will be searched in accordance with state law and district policy. Searches include but are not limited to student searches, lockers, vehicles, purses, and backpacks. Under no circumstances will a search of individual students include strip searches. Moreover, the administration expects that students will be cooperative at all times during searches as school personnel will make every effort to respect the student's right to privacy and

freedom from unreasonable searches and seizures. After a search has been completed an administrator will contact the parent or legal guardian of the student searched.

Suspensions and Expulsions

As a result of serious disciplinary infractions, students may be suspended or expelled from school, pursuant to a policy established and approved by the School's Board of Directors. This policy applies to all students at American Heritage Charter Schools, and is found in the Appendices.

Saturday School

Saturday School is assigned to students for disciplinary infractions such as excessive absences, truancy, defiance, academic dishonesty, and reoccurring behavioral problems. In addition, Saturday School may be offered to struggling academic students. Saturday School is usually held approximately once a month from 8:00 a.m. to 12:00 p.m. Failure to serve an assigned Saturday School will result in further disciplinary action.

Detention

Detentions are assigned for minor disciplinary infractions, including but not limited to such offenses as classroom disruptions, dress code violations, and tardiness. Detention is to be served from 1:00 - 1:30 during the school day in B-100¹. Students will be able to get their lunch and eat in detention. The Dean of Students, Mr. DeShane, must be contacted in order to reschedule a detention. Failure to appear or behave appropriately for a detention will result in a Saturday School being assigned. Multiple detentions may result in Saturday School or In School Suspension.

Parent Responsibilities

California law holds parents liable for any willful student misconduct that results in the death or injury of any student or persons employed by or volunteering for the school. Parents are also liable for any defacement, injury, or loss of property belonging to the school or to a staff member.

¹ ¹Per [California Education Code section 44807.5](#): "The governing board of a school district may adopt reasonable rules and regulations to authorize a teacher to restrict for disciplinary purposes the time a pupil under his or her supervision is allowed for recess."

Students with Disabilities

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“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 discipline, including 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. Escondido Charter High School will follow all applicable 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 accordance with due process to such students.

ACADEMIC POLICIES AND CURRICULUM

Academic Programs

Escondido Charter High School (ECHS) is a California public school of choice that is open to all students in San Diego County and adjacent counties. ECHS is fully accredited by the Western Association of Schools and Colleges.

ECHS provides two academic programs, a classroom learning program and Flex learning program, designed to meet the needs of a diverse student population. The Flex Learning program offers two pathways, the Classical Learning Pathway, and the Personalized Learning Pathway.

Escondido Charter High School provides classroom-based instruction with an average class size of 20 students. The classes are primarily at the College Preparatory, Honors, and Advanced Placement levels and are designed to prepare students to enter a four-year university upon graduation. Classes are held five days a week, with Mondays being all six periods and a three-period block schedule school day Tuesday - Friday, with two semesters each year. Students on campus for periods 3 and/or 6 will also be assigned a WIN Time period. This period is intended for homework completion, study time, remediation, and school culture events and activities. Attendance is required and not optional.

ECHS Flex CLP provides a more flexible learning approach by offering four core classes in Humanities, math, science, and foreign language, supplemented by online courses and elective classes to meet individual student interests and needs. The college preparatory classes average 20 students in size and meet four days a week (Tuesday through Friday) within a three-period block schedule school day, with two semesters each year. This program is designed to prepare students to enter a four-year university upon graduation. Students on campus for periods 3 and/or 6 will also be assigned a WIN Time period. This period is intended for homework completion, study time, remediation, and school culture events and activities. Attendance is required and not optional.

ECHS Flex is a performance-based program. Students are required to meet minimum work performance standards and must consistently attend scheduled classes and submit assignments. Students falling below this standard may be Evaluated for Continued Enrollment or placed on a Probationary Contract and may be dropped from the program. Students who fail to attend on campus classes for more than 4 days in a quarter may be dropped from the class.

ECHS Flex also offers an independent study option, specifically called Flex Personalized Learning Pathway (PLP). Students enrolled in Flex PLP may complete graduation requirements in several different curricular options, including general-level and college preparatory diploma plans. Each student has a Mentor Teacher who meets with the student one hour per week or as often as required to review the student's progress in the assigned academic course. In addition, each student can enroll in up to 3 on campus classes. If enrolled in on campus classes, all privileges and rules for CLP students apply. These students may also take classes at a local community college.

Students at ECHS are challenged by a curriculum aligned with state standards and high performance expectations. General, College Preparatory, Honors, and Advanced Placement courses are offered at the school. ECHS and ECHS Flex are designed to prepare students to enter a four-year college or university immediately upon graduation. ECHS Flex PLP is uniquely designed to prepare students to not only attend a four-year college, but to continue their education at a community college, technical or vocational school or to enter the workforce. As the ECHS Mission Statement affirms, all academic programs place primary emphasis on reading comprehension, writing, mathematics, and computer skills throughout a core curriculum. Few non-academic elective courses are offered, particularly in the classroom learning programs of ECHS.

Academic Integrity

Academic integrity is expected of all students at ECHS. Academic integrity is the foundation of a high-quality education. It is the expectation that students will engage in honest and ethical behavior in all aspects of their academic work. Such integrity involves creating and maintaining a relationship of trust between students, parents, and teachers. A violation of this trust is not taken lightly and will result in immediate academic (a grade of zero on the assignment or test) and disciplinary action (parental notification and detention(s) and/or Saturday School and/or suspension). Violations of academic honesty include the following:

- Cheating on any test or assignment, including homework.
 - Cheating includes plagiarism which is when someone else's work is presented as one's own work. This can include copying from others during exams or on assignments, knowingly providing information or answers to other students for exams or assignments, using unauthorized resources including the copying or misuse of published materials, including online material, or collaborating inappropriately with fellow students. A student's work must be his or her own.
- Frequent absenteeism on test days and project due dates.
- The inappropriate use of Artificial Intelligence (AI) that violates the guidelines provided by the teacher. Including, but not limited to: The use of AI to generate text or answers, translate languages, or produce different kinds of creative content and passing it off as one's own.

Graduation Requirements and Diploma Plan

Advanced Academic Diploma

This diploma plan is designed for students who are planning to attend the University of California system and other highly competitive schools. Students completing this plan must be prepared to take college preparatory courses in English, science, mathematics and first year foreign language as a freshman. Seniors will be required to successfully complete Senior Exhibition to participate in the graduation ceremony.

Academic Diploma

This diploma plan is designed for students planning to attend California State Universities and colleges with equivalent entrance requirements. Students completing this plan should begin college preparatory studies in math, lab science, and foreign language no later than their sophomore year. Seniors will be required to successfully complete Senior Exhibition to participate in the graduation ceremony.

General Diploma

This diploma plan is designed for students in independent study who are planning to enter the workforce and/or attend community college or vocational training programs after graduation. Although focused on general level courses, students may take college preparatory courses in the major academic areas.

Subjects	Required Credits		Subjects	Required Credits		Subjects	Required Credits
	TCP	Flex		TCP	Flex		Flex PLP
English	40	40	English	40	40	English	40
Humanities	10 (Ant Hist)	10 (Ancient History)	Humanities	10 (Ant Hist)	10 (Ancient History)		
Math (inc. Adv. Math)	30	30	Math (inc. Algebra II)	30	30	Math (inc. Alg. I & Geo.	20
Science w/ Lab (Bio, Chem, Physics)	30	30	Science w/ Lab (Bio, Chem, Physics)	30	30	Life and Physical Science	20
Computers /CTE	20	20	Computers/ CTE	20	20	Computers/ CTE Pathway	20
Fine Arts	10	10	Fine Arts	10	10	Fine Arts	10
Foreign Lang.	30	30	Foreign Lang.	20	20		
History (World, U.S., Gov/Econ)	30	30	History (World, U.S., Gov/Econ)	30	30	History (World, U.S., Gov/Econ)	30
Physical Ed.	20	20	Physical Ed.	20	20	Physical Ed.	20
Electives	40	40	Electives	20	20	Electives	50
Total	260	260	Total	230	230	Total	210

College Entrance Requirements

Students planning to enter four-year universities and colleges after graduation must meet the requirements of the colleges to which they are applying. Those requirements usually include the following: 40 credits of college preparatory English; 30 credits of college preparatory mathematics (Algebra 1 and above); 20 credits of laboratory science such as Biology, Chemistry, and Physics; 20 credits of history, government and social science; 20 credits (preferably 30) of a language other than English; 10 credits of visual and performing arts; and an additional 20 credits chosen from the subject areas above. Students should consult with Student Services and college catalogs during the course selection process to make certain they meet the applicable college entrance requirements.

Senior Exhibition

The Senior Exhibition represents the culmination of our students' intellectual formation at Escondido Charter High School.

The Senior Exhibition is a year-long project that provides each TCP and CLP ECHS senior with the opportunity to conduct research, write a formal research paper, prepare a senior portfolio, and design and deliver an oral presentation to a panel composed of parents, community leaders, teachers, and students.

All seniors graduating from ECHS's Traditional Classroom Program or ECHS Flex's Classical Learning Pathway must earn a passing score to participate in their program's graduation ceremony.

The purpose of the exhibition is to increase student self-confidence, enhance communication skills, and further prepare ECHS students for post-secondary education.

Study Skills

In order to succeed in high school and college, good study habits are essential. Organizational skills, such as how to study, how to identify important information, how to take notes, etc., are all skills that must be learned and practiced. These skills are taught or reviewed with each grade level and an academic planner is provided to each student at the beginning of the school year. However, if the student needs additional guidance, please seek this help as early as possible. Parents are expected to work with their students in this area.

High School Transcripts

A copy of the high school transcript for each student is mailed home at least once a year. The high school transcript is the official record of a student's high school years. It contains courses, grades, credits earned, grade point average, and other pertinent information. The transcript must be accurate since it is used to certify both high school graduation requirements and college entrance requirements. Therefore, when the transcript is received at home, it should be carefully reviewed to determine if it is accurate and if the student is on track to graduate with his or her class. Any questions concerning the transcript should be addressed to Student Services or the Registrar.

GENERAL INFORMATION

Closed Campus

ECHS is a closed campus, and all students must remain on campus during their designated time of instruction. Once students arrive on campus they must stay on campus until the end of their last scheduled class or a parent/guardian has signed them out.

On weekdays between the hours of 8:30 a.m. and 3:30 p.m., a student who is enrolled in ECHS Flex PLP is expected to be at home unless: (1) the student is at school for a scheduled meeting with his or her Mentor Teacher; (2) the student is on his or her way to school or going home from school; (3) the student is participating in a school sponsored activity; (4) the student is accompanied by his or her parent/guardian; (5) the student is working. Flex PLP students are required to leave campus immediately after scheduled meetings with their Mentor Teacher or scheduled classes.

ECHS Flex CLP students are required to remain on campus during their designated school hours (8:30 a.m. – 3:30 p.m.) unless they have prior approval from parents and administrators to leave school early when courses are completed.

ECHS TCP students are required to remain on campus during normal school hours (8:30 a.m. to 3:30 p.m.) unless they have prior approval from parents and administrators to leave school early when courses are completed.

Any person who is not a student or staff member must check into the Main Office to obtain a pass before moving about the campus. We do not call students out of class to pick up dropped off items such as lunches, homework, and sports equipment. Students are able to meet parents/guardians at the front archway during break and lunch to collect items. Please plan accordingly.

Guest Passes

Student Guest Passes may be requested through the Main Office and are required for all persons visiting the school or attending dances or other school activities as a student's guest. The Guest Pass must be completed in full and submitted by the host student to the Main Office or when purchasing a ticket for a school event a minimum of two (2) days prior to the visit or event. A Guest Pass submitted to the Main Office should be picked up by the host student after approval.

Lost and Found Items

All lost and found books, clothing or other items will be stored in the ECHS Administrative Office. Lost and found items will be advertised periodically in the Charter Notes for reclaiming; unclaimed items will be disposed of throughout the school year.

Medications

ECHS policy is to treat any prescription medication—as well as “over the counter” medication/drugs—as controlled substances. If students need to take medication during school hours, prescription or over-the-counter, our Board policy requires that the parent and the student’s physician complete a medication authorization form. This form authorizes school personnel to administer medication to the student during school hours as ordered by the physician and agreed to by the parent/guardian. School personnel cannot deviate from the instructions provided by the physician. If the time or dose changes, the school must receive a new, signed authorization form from the physician and the parent. Forms are available in the Main Office. A new form must be filled out for each school year. The medication to be administered must be brought to school by the parent/guardian and accompanied by the completed authorization form. The medication must be in the original bottle and clearly labeled. All medication will be kept in a secure and appropriate storage location and administered per physician’s instructions by appropriately designated staff.

It is against California law for students to possess any medication, prescription or over-the-counter, on a school campus, except for prescription auto-injectable epinephrine or inhaled asthma medication with proper authorization. Students may carry prescription auto-injectable epinephrine or inhaled asthma medication only with a doctor’s authorization and a signed parent/guardian consent and release form on file in the office. Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the pupil’s medical professional.

Please consult with the Main Office on how to proceed with these individual needs. Please note that sunscreen is not considered a medication and does not need a doctor’s note or prescription to be used at school.

At the end of the school year, all medications must be picked up by a parent or guardian. Those left after a specified date will be discarded. These procedures are designed to ensure the health and safety of all our students.

Student Parking

ECHS provides free parking for all students as a convenience. The use of the ECHS parking facilities is a privilege that may be revoked by the school at any time due to unsafe driving, excessive noise, or loitering in the car during school hours. ECHS is not responsible for theft or damage to vehicles parked on school grounds. In order to use the school's parking facilities, students must present a valid parking permit. To obtain a permit:

- Students must register their vehicles at ECHS by completing an [online application](#) and then visiting the Main Office.
- Upon completion of the parking application, students will receive a color-coded, rearview-mirror hang tag, which must be clearly displayed while using the parking facilities.
- Students must park their vehicles in the parking lot designated for students.
- Students may not park their vehicles in areas designated for staff or visitor parking.

In order to employ a higher level of security, ECHS employs electric gates to control the movement of vehicles on campus. The gates to the parking lot will remain open and monitored by a security guard during peak traffic times before and after school. Gates to the parking lots will remain closed during the school day from approximately 8:45 a.m. to 3:15 p.m. Students who arrive to school after 8:45 a.m. are required to park in the Overflow parking lot located off of East Valley Parkway and then walk along the sidewalk to enter school through the main archway. All vehicles parked in the student parking lot must exit through the student parking lot gate—students are not permitted to drive around the back of the school and exit through the faculty lot.

Temporary parking permits are available through the Main Office. Temporary parking permits are only valid during the day of issuance. All non-permitted vehicles parked in student or staff parking lots during school hours (8:00 a.m. to 3:30 p.m.) may be towed at the owner's expense.

Telephone Calls

The telephones in the offices, classrooms, and labs are for staff use only. Telephones are available for student use in the Main Office lobby for students who need to make emergency calls.

Student Body Activities

Associated Student Body (ASB)

The ECHS Associated Student Body (ASB) is in charge of planning student activities throughout the school year. ASB plays a vital role in creating an exciting campus life for all ECHS students. The student body annually elects, by plurality vote, a president, vice president, secretary, treasurer, and class representatives who meet weekly to plan school activities.

Co-Curriculars

ECHS provides an opportunity for students to participate in co-curricular sports, performing arts, robotics, drones, ASB, fan buses, and Academic League activities. With the help of staff members, parents, and community members, ECHS students involved in co-curricular activities will learn the value of leadership, teamwork, and sportsmanship through competitive activities. ECHS offers a variety of sports programs such as football, flag football, golf, soccer, volleyball, cross country, tennis, track and field, basketball, baseball, swim and dive, softball, cheer, and ultimate frisbee. All students are invited to try out for ECHS athletic teams. Additionally, ECHS has a musical theater program, choir, robotics, drones, and Academic League opportunities available to students.

At ECHS our school wide focus is on academics. A strong foundation in our rigorous academics allows our students to have doors opened to the beyond high school that other students may not. While we value co-curriculars, the emphasis is on academics. A 2.5 GPA is required for participation in all co-curriculars.

TCP and CLP:

In order to be eligible to participate in a co-curricular activity, the student must maintain a minimum current G.P.A. of 2.5, be on track to graduate on time, be on pace in all classes, pass a minimum of 4 graded classes per semester (not pass or fail), and must demonstrate good conduct throughout the school year. Any student participating

in co-curricular activities who falls below 2.5 must attend tutorials either before school or after until the 2.5 requirement is met. Proof of attendance (document signed by tutorial supervising teacher) must be provided to the Athletic Director or his Designee. Failure to attend tutorials may result in dismissal from co-curricular team or club. Grade checks are completed every grade reporting period.

PLP:

In order to be eligible to participate in a co-curricular activity, the student must maintain a minimum current G.P.A. of 2.5, be on track to graduate on time, be on pace and passing in at least two Independent Study classes at all times, complete a minimum of 20 credits per semester and be on track to graduate on time, attend all weekly appointments with their Mentor Teacher, and must demonstrate good conduct throughout the school year. Any student participating in co-curricular activities who falls below 2.5 must attend tutorials either before school or after until the 2.5 requirement is met for any on campus classes. Grade checks will be completed every two weeks.

Official grade reports will be provided every progress report date and/or final semester report card date. Any student who falls below 2.5 will be placed on probation. The student will have until the next grading period to improve their GPA to the required level of 2.5. If at that point the GPA does not meet the requirement, the student will be ineligible for participation in all co-curricular activities until the next grading period. After one grading period of ineligibility a student will be able to regain eligibility with a 2.5, but no sooner. Any student on “probation status” or “ineligible status” must attend required tutorials until they have met the 2.5 GPA requirement for the entire grading period of probation or ineligibility. Students deemed ineligible may practice, but may not take part in competitions or performances.

*A student with a GPA of 2.0-2.49 will be provided with one extra grading period of probation, but must attend required tutorials.

Curricular Clubs and Organizations

ECHS curricular clubs and organizations provide students with a unique opportunity to be involved in activities that support the school’s goal of improving student learning by emphasizing academic achievement and enabling students to experience leadership and community service opportunities outside of the typical classroom setting.

In order to maintain the school-wide focus on academic achievement, it is the policy of

ECHS to limit clubs and organizations to those directly related to the school's curriculum. Therefore, only curricular organizations that: 1) support classroom programming; 2) are approved in advance by the ECHS administration; and 3) with budgets approved by the ASB; are permitted.

STUDENT SERVICES BUILDING AND FUTURE CENTER

Introduction

The Escondido Charter High School (ECHS) Student Services building is designed to facilitate student access to Academic Advisors/Counselors and Project Next staff.

Location and Hours

The Student Services building is generally open from 7:45 a.m. to 4:15 p.m. Students may use the space to study when it is not being used for Project Next events. It may occasionally be closed for meetings and other school events. Summer hours may be modified.

The Student Services building houses the Academic Advisors/Counselors on the second floor of Building D. Students may visit their Academic Advisor/Counselor between the hours of 7:45 a.m. and 4:15 p.m. Monday-Friday. Students are expected to check in with Ms. Young downstairs, or Ms. Miranda upstairs prior to meeting with their Academic Advisor.

The Future Center is located on the first floor of Building D. The Future Center is open Monday through Thursday from 8:00 a.m. to 4:15 p.m. during the regular school year for meetings with the Career Coach, Mrs. Osorios. The Future Center provides a space for students to discover their "Next" by researching potential careers, colleges, and/or the military. Mrs. Osorios is available by appointment for individual meetings as well as group gatherings and workshops.

Student ID Card and Borrowing Policy

The student ID card issued by ECHS serves as a library card for checking out textbooks and other materials. Only ID cards from the current year are considered valid. Lost ID cards can be reprinted for \$5. For a replacement ID card, see Kim Young in the Student Services building. Borrowers are responsible for the return of all materials charged out on their ID cards. The loss or theft of materials should be reported to Ms. Young

immediately. Students are responsible for the cost of replacement textbooks and other checked out materials.

Public Library Cards

In order to facilitate student research, ECHS recommends that students acquire a San Diego County Library or San Diego Public Library card. These cards will give students access to useful print resources and remote online access to high quality research databases. Applications are available online. It is the responsibility of the student to submit his or her application to the appropriate San Diego County Library or San Diego Public Library branch location.

Textbook and Chromebook Policies

Textbooks and Chromebooks (approved by administration) are distributed from the Student Services building. Upon receiving textbooks or Chromebooks, students need to examine each book and report any damage within five days of issuance. Moreover, students are required to cover each textbook. Stretchy cloth covers and book covers that require an adhesive are not permitted.

Students should not leave books lying around or loan them to friends.

All textbooks and Chromebooks (with charger) checked out during the school year are to be returned to ECHS at the end of the school year. If a student drops a class or leaves ECHS to attend a different school, the student must return his or her textbooks and Chromebook immediately.

Lost or Damaged Books/Chromebooks

Students are responsible for all materials issued to them by the school. The following guidelines will be used for the payment of lost or damaged books and Chromebooks:

- Books that are lost or damaged beyond use: payment is the full cost of a new replacement book.
- Books that have pages damaged, but are still serviceable: partial payment depending on the amount of damage to the book.
- Chromebooks replacement will be determined by the Technology Department depending on the age of the Chromebook and damage.

The cost of a replacement book is the current cost of a new book. Report cards,

transcripts, and/or diplomas will not be issued at the end of the school year until all materials are returned or payment provided.

Note: Students will be held responsible for the full price of any school equipment and/or supplies that are lost, damaged or destroyed through negligence, abuse, misuse, irresponsibility, or theft while in the possession of or use by the student. This includes art supplies and lab equipment.

ECHS TRADITIONAL CLASSROOM PROGRAM and CLASSICAL LEARNING PATHWAY

Introduction

Escondido Charter High School Traditional Classroom Program provides classroom-based instruction with an average class size of 23 students. The classes are primarily at the College Preparatory, Honors, and Advanced Placement levels and are designed to prepare students to enter directly into a four-year university upon graduation. Classes are held five days a week, six periods per day, with two semesters each year.

ECHS Flex CLP provides a more flexible learning approach by offering four core classes in English, math, science, and foreign language, supplemented by online courses and elective classes to meet individual student interests and needs. The college preparatory classes average 20 students in size and meet four days a week (Tuesday through Friday) within a three-period block schedule school day, with two semesters each year. This program is designed to prepare students to enter a four-year university upon graduation.

ECHS Flex is a performance-based program. Students are required to meet minimum work performance standards and must consistently attend scheduled classes and submit assignments. Students falling below this standard may be Evaluated for Continued Enrollment or placed on a Probationary Contract and may be dropped from the program.

Attendance

Regular daily attendance is essential to student learning, and absences should be avoided if possible. Students who miss eleven or more days of school during a school year, whether excused or unexcused, will be required to make up missed school days by attending Saturday School. Students will be assigned a Saturday School for each school day missed beyond ten days. For purposes of this policy, four periods constitute a school day. Excessive absenteeism may result in removal from ECHS. Students who are absent for more than two periods are not eligible to participate in extracurricular activities (dances, sports, etc.) after school that day.

Definitions

Excused Absence: An excused absence is one that occurs for reasons of illness, quarantine, family bereavement, medical appointment or legal business and is reported as such by the parent(s) or guardian.

Unexcused Absence: An unexcused absence is one that occurs with the permission of the student's parent(s) or legal guardian for reasons other than illness, quarantine, family bereavement, and medical or legal business. Examples of unexcused absences are: family trips, transportation problems, babysitting, and work.

Truancy: Any absence (including tardiness of more than 30 minutes) that is not reported and not authorized by the parent(s) or guardian is considered truant. Students whose parents fail to excuse an absence within three days following the student's return to school will be considered truant. Truancy results in a Saturday School.

Steps to Follow When Absent

A parent or guardian should call the Main Office at (760) 737-3154 prior to 8:30 a.m. on the day of the student's absence. (See *Truancy* above.)

All students who were absent the previous school day (for any period) or are tardy for their first period (late for school) must have a readmit slip issued by the Main Office to return to the classroom. The teacher who has the student for his or her last class of the day may retain the readmit slip. If the parent has not previously notified the office of the absence, then a note signed by the parent explaining the absence must be presented. E-mail is not acceptable for this purpose. A note of excuse should include:

- Student's name
- Date(s) of absence (inclusive of days sick) and reason for absence
- Parent's signature
- Phone number where parents can be reached in case there is a question.

Please note that the student is considered truant for the period of absence until a parent or guardian contacts the Main Office with the circumstances of the absence. If the parent fails to inform the office of the reason for the absence within three days following the student's return to school, the student will be considered truant and assigned a Saturday School.

Short Term Independent Study Contract

In order for a student to keep up with class work during a planned absence of five (5) or more days, a Short Term Independent Study Contract must be completed. Please

notify the front office and your Academic Advisor a minimum of ten (10) school days before the absence in order to provide adequate time to draft the contract. The Short Term Contract must be signed by parents and students prior to leaving. All work assigned during the absence must be turned in immediately upon return to school. When this type of absence is unexcused, there is a 10% grade reduction for all assignments.

Juniors and seniors may use a Short Term Independent Study Contract for a planned absence to visit a college or university. Students must present written notice of their plans to Student Services at least seven school days in advance. An absence for this purpose is considered excused and there is no grade reduction.

Policies for Making-up Missed Assignments and Tests

It is the student's responsibility to inquire about and make up all work and tests he or she missed due to an absence.

For a planned absence of five or more days, a Short Term Independent Study Contract should be requested by the parent(s)/guardian (See *Short Term Independent Study Contract* above). All work is due on the first day the student returns.

All work missed due to absences must be made up. There is a day-for-day extension of the due date for each day of an excused absence. This extension does not apply to long term or multiple day projects and unexcused or planned absences. In these cases, the work must be turned in on the assigned due date or immediately upon return to school.

Grade reduction for missed work:

- For excused absences, there is no grade penalty assessed as long as the adjusted due date is met.
- For unexcused absences, all work is due upon the student's return and there is a 10% grade penalty assessed.
- For trancies, all work is due upon the student's return and there is a 50% grade penalty assessed.

All tests missed due to absence must be made up promptly upon return to school. The student should contact his or her teacher to schedule a time to complete the test – normally before or after school.

Note: All assigned work is due on the designated due date and late work is not normally

accepted.

Tardiness

Students are considered tardy if they are late to any period. For every tardy, the student is assigned a detention. However, students arriving late to first period are not assigned a detention until their fourth late arrival to school. Note: A student who is more than 30 minutes late to class is considered truant. If tardiness continues, Saturday School may be assigned.

Leaving Class and Leaving Campus

To leave class, students must be excused by the teacher and will be issued a student hall lanyard or pass to go to the Main Office, to another classroom, or to the restroom during class. Cell phones are not to leave the classroom with the student if going to the bathroom or locker. All students who leave class must sign-out upon departure (including their name, date, and time) and sign-in when they return. Only a teacher or administrator may excuse a student from his or her class.

If a student must leave campus, he or she must be signed out in the Main Office by a parent or guardian or sign out from the classroom using their phone and the QR code. Only parents and guardians listed as emergency contacts will be able to check a student out. If someone other than a parent or a guardian is picking up the student, this needs to be prearranged with the office prior to pick-up time by having the parent or guardian come into the school office and inform the front desk receptionist. A student leaving campus without permission is considered truant and will be subject to immediate disciplinary action. The sign out procedure applies to Flex students if they are in an ECHS or ECHS Flex class.

General Information

Field Trip Requirements

In order to earn the privilege to go on a field trip or class outing, a student must:

- Have submitted a completed, signed Parent Permission Form.
- Have an Authorization for Consent for Treatment of a Minor form on file in the Administrative Office.
- Not have field trip privileges suspended.

Misconduct at a school function or field trip will result in having the privilege of attending future school functions and/or field trips suspended.

Making Copies

The school is not funded for students to copy or duplicate academic material or assigned work at school. Students, therefore, are not permitted to use school copy machines for personal use.

Lockers

Lockers, which are located outside Buildings B, E, F, G, will be assigned to all TCP students at the beginning of the school year. Lockers inside Building I will be assigned to 9th and 10th grade Flex students. 11th and 12th grade students with 4 or more on campus classes may request a locker. The purpose of the lockers is to store books during class periods so that all books need not be carried to every class. All lockers must be locked when the assigned student is not present at the locker. Each student is also issued a lock, which remains with the locker at the end of the school year. If a student damages or loses the assigned lock, the student will be required to purchase a replacement lock from the school. Students may not attach stickers or make any permanent markings or inappropriate symbols on, or in, any locker.

Academic Policies and Curriculum

Course Selection

Course selection (for the next year) is initiated in the spring by completing the Course Offerings form in the registration packet. Courses should be completed in the sequence specified on the Course Offerings form and chosen to meet all graduation requirements by the end of the senior year. Questions on course selection should be discussed with the Academic Advisor. Decisions to complete courses at other schools (such as Palomar College) should also be discussed with the Academic Advisor to ensure the course meets ECHS graduation requirements. Please note that students must be enrolled in a minimum of four (4) academic classes to be an ECHS student.

Student assignment to Honors and Advanced Placement courses is based on prior academic performance, attitude, and the teacher's recommendation. These courses are taught at a college level and require substantial work outside of class, including summer reading. Questions on these classes should be directed to the appropriate teacher or the Academic Advisor.

Grading Policy

The school year is divided into eight (8) grading periods for reporting student progress and two (2) semesters for assigning final course grades and credits earned. Grades are normally reported using the following grade scale:

A Superior 90% to 100% (4 grade points)	D Below Average 60% to 69% (1 grade point)	P/F Pass/Fail
B Above Average 80% to 89% (3 grade points)	F Failure Below 60%	NM No Mark Given for not completing ISPE requirements
C Average 70% to 79% (2 grade points)	I Incomplete Incomplete, without final mark: to be replaced by a final mark of A through F	WF Withdraw Fail Given when a student drops a course after the add/drop deadline

A grade of “C” or better is required to earn credit for all courses at the College Preparatory level and above. A grade of “D” will earn credit for all courses below the College Preparatory level. However, a grade of “D” will normally prevent a student from advancing to the next sequential course or semester (e.g., Algebra I to Algebra II; Spanish 1 to Spanish 2; etc.) and will not satisfy university entrance requirements. In order to graduate with an Advanced Academic Diploma, the students must have earned a C or better in all courses. Also, note that a minimum overall GPA of 2.0 is required for graduation.

If a student receives an Incomplete (I) grade at the end of the semester, the teacher will specify the date by which the work must be made up. If the work has not been submitted by the date specified, the grade will be permanently changed to an “F” or another grade as designated by the teacher.

Honor Roll and Awards

The academic education received by every student at Escondido Charter High School is of paramount concern. To encourage academic excellence, ECHS students are recognized each semester for their academic achievement. The Scholars List, for a semester GPA of 4.0, Honor Roll, for a semester GPA of 3.5 and above (a grade of “C” or above is required in every course to be eligible for Honor Roll consideration), or

Academic Recognition (a 3.2 - 3.4 GPA) lists are released by the Principal at the beginning of each semester.

Students achieving Academic Recognition, Honor Roll, and the Scholars List, will be recognized at a Student Assembly. Students on the Scholars List and Honor Roll will be awarded an Academic Letter. In addition, academic awards in each course area for the entire year will be presented at the Awards Assembly, which is held on the last day of school. These awards recognize academic excellence as well as exceptional student effort and improvement.

Independent Study Physical Education (ISPE)

Twenty (20) credits of Physical Education (PE) are required for graduation. To free up more of the school day for academic pursuits, the Physical Education requirement must be completed outside of school in an independent study format. In order to receive PE credit, an Independent Study Contract must be completed at the beginning of the semester and exercise time logs must be certified by a parent/guardian and submitted weekly by the student to the supervising teacher. If all requirements of the contract are completed by the end of the semester, the student earns five (5) credits of PE for 60 hours of exercise. Note: Letter grades are not assigned for ISPE. The grade for this course is reported as Pass/Fail and partial credit is normally not assigned. Students not completing ISPE will be issued a no mark (NM).

Homework

Classical Education values a posture of on-going learning, which means learning does not only take place at school. Home is a valuable time to practice what was learned during the school day, and provides the opportunity to practice and engage in deeper work sessions than may take place at school. Reading, writing, foreign language and math practice are the most common types of homework.

- Why do we assign homework?
 - An essential part of learning, there is no doubt homework done right leads to sustained learning gains. Research from both cognitive science and generations of experience prove this to be true. Having said this, it is important to underscore the following: homework should be targeted and not assigned simply for the sake of giving homework. While we often say that we promote knowledge and learning for its own sake, we do not promote homework for its own sake.
 - Provides for practice of newly learned concepts. It enables students to prepare for what the class will do in the next day's lesson.

- Targeted Homework Best Practices:
 - Homework will be posted daily in the classroom, and reviewed orally at the beginning and during closure. It will also be posted in the Homework Email and in Google Classroom or Canvas.
 - Practice: Quick practice of newly learned content is helpful (e.g. grammar, vocab, math facts or algorithms, recitations). The saying “practice makes perfect” does not only apply to music or athletics, but it most definitely relates to learning academic facts and concepts. The age-old and classical adage “repetition is the mother of all learning” is apropos. There is no substitute for time on task. Students need practice if concepts are to become part of their long-term memory/learning.
 - Preparation for new content: Preparatory homework typically involves short assignments that include background reading and “hook exercises” or “preview assignments.” These prepare students so they can hit the ground running when they enter class the next day (e.g. reading in history, literature, science, and in other disciplines prior to class discussions).
 - Long-term assignments: Long-term assignments include extended essays, research papers, history or science night projects, etc., and involve both work completed inside the classroom and work done at home, usually over an extended number of days. These are limited in number. When this type of homework is assigned, other homework will be reduced or eliminated for a time, depending on the length and nature of the assignment, so the student can work on the long-term assignment.
 - Generally, students will not be assigned more than 50-75 minutes of homework per week per class, except for math which may be up to 45 minutes per day. AP and honors classes may have more homework assigned.

Late work

In general, assigned work will not be accepted after the due date. For work and tests missed due to an absence, see the grading policy in the section on *Policies for Making-up Missed Assignments and Tests*.

Progress Reports and Report Cards

Student grades are made available to parents through an online parent portal using the Synergy student information system. Grades are updated by the teaching staff on a regular basis and made available to parents in real time. The ECHS Parent Portal provides a detailed report of the student’s performance in each course.

Every four (4) to six (6) weeks, the Principal emails parents informing them that their students' grades have been officially updated and prepared for parent viewing. Although student grades are updated regularly, the progress report periods provide an opportunity for all ECHS teachers to finalize their students' grades for that reporting period.

At the end of the semester, a report card is mailed home with the final course grade and credits earned for every enrolled course. As with the transcript, it is recommended that the report card be reviewed and any questions be directed to the applicable teacher or Student Services.

Semester Final Examinations

Comprehensive, written, closed-book final examinations are given in each subject during the last week of the semester. The schedule for these examinations will be announced the week before the exams. In addition, written, closed book tests and other forms of student assessment are utilized throughout the semester. The course syllabi provided by each teacher at the beginning of the school year specify the student assessment criteria for each course.

Student Services

Academic counseling and college guidance are available for all ECHS students and parents through the appropriate Academic Advisor. Academic Advisors are located in the Library on the main campus. Students or parents should contact their Academic Advisor at (760) 737-3154 or via email to set up an appointment. In addition, the Student Services Team monitors the academic progress of all ECHS students. Student and parent/teacher conferences will be held for those students who are not making satisfactory progress towards graduation.

Academic Advisors are assigned by last name

A-G
Mr. Steve Prodan
sprodan@amhcs.org

H-O
Mrs. Lauren Collier
lacollier@amhcs.org

P-Z
Mrs. Karen Withem
kwithem@amhcs.org

Teacher Assistant Program

Juniors and seniors who demonstrate strong academic, ethical, and organizational skills may be eligible to serve as a teacher assistant. The student must be enrolled in a minimum of four academic courses and obtain approval of a teacher who needs daily

classroom assistance. The student and teacher will then complete a contract approved by the Academic Advisor. Successful completion of the contract, which requires 60 hours of teacher assistance by the student, earns the student five (5) credits for each semester of work.

Tutorial

Tutorial is available Tuesday - Friday before school (8:00 - 8:25 a.m.) and after the last class period (3:35 to 4:15 p.m.) as teacher and student schedules permit. Please see the teacher course syllabus for the tutorial schedule. Tutorial times are also available on Mondays for Flex CLP students. The tutorial schedule will be posted, but always check with teachers to be sure. Additionally, students may schedule time for tutoring by appointment with an individual teacher. Students experiencing difficulty in a class may be assigned mandatory tutorial; failure to attend mandatory tutorial will result in disciplinary action.

Withdrawal from Class

A student who desires to withdraw from (drop) a class should first discuss this action with Student Services to explore alternative solutions. If the decision is made to withdraw from a class, written concurrence of the parents/guardian and the approval of the Principal, is required. Note that withdrawal from a class after the first progress report will normally result in the assignment of a withdraw fail grade (WF) for the class.

Community Service Requirement

Community service is a graduation requirement for Escondido Charter High School. Students are expected to complete at least four hours of community service each semester. In order for the community service time to fulfill the requirements, it must involve service that benefits the local community. Therefore, it must be organized, unpaid work intended for the good of the community. Students must report their community service hours each semester by submitting a completed ECHS Community Service Record to the Main Office.

ECHS FLEX PERSONALIZED LEARNING PROGRAM (PLP)

Introduction

The ECHS Flex Personalized Learning Program (PLP) provides general and college preparatory programs on a flexible, college-style schedule in a format designed to meet a variety of student needs. While Flex PLP is primarily designed for students seeking to accelerate their learning, earn a high school diploma with post-secondary plans that involve attending community college, enrolling in vocational schools, or entering the workforce, the student population is comprised of a wide spectrum of students who choose this setting rather than a traditional comprehensive high school program.

All policies for ECHS Flex CLP in the section above apply to ECHS Flex PLP students who are enrolled in on campus classes.

Enrollment Policy

Students entering Flex PLP may be given a placement test in mathematics to determine math placement. This evaluation often utilizes standardized testing data, academic history, and/or a pre-enrollment conference.

Mentor Teacher

Within an independent study context, the Mentor Teacher (MT) is the key person in the student's educational process. Students meet weekly or as often as required with their Mentor Teacher to cover core subjects such as English, social science, and science. In addition, students may enroll in up to three (3) ECHS Flex CLP classes per year as space permits and only on campus T/Th or W/F based on their course schedule. The Mentor Teacher is also responsible for student attendance, communication with parents, and scheduling. Every Mentor Teacher holds a California teaching credential.

Attendance

Attendance at the weekly meeting with the Mentor Teacher, other scheduled classes, and standardized testing is mandatory. Students who consistently miss educational opportunities will be Evaluated for Continued Enrollment which could result in being placed on a Probationary Contract or dropped from the program.

Tardiness

Students late to weekly Mentor Teacher meetings and Math Lab or other subject specific tutoring sessions will be assigned a Saturday School after their fourth late arrival. Note: A student who is more than 30 minutes late to a weekly Mentor Teacher meeting, Math Lab, or other subject specific tutoring session is considered truant.

Students blended into TCP or Flex CLP classes are considered tardy if they are late to any period. For every tardy, the student is assigned a detention. However, students arriving late to first period are not assigned a detention until their fourth late arrival to school. Note: A student who is more than 30 minutes late to class is considered truant.

College Prep vs. General Curriculum

All freshmen students entering the Flex PLP program will begin on the Advanced Academic Diploma plan. Students in PLP may drop to the Academic Diploma or General Diploma only on the approval of the Parent/Guardian, Mentor Teacher, and Administration.

Students transferring into Flex PLP as credit deficient may need to complete a general curriculum and enter community college and/or the labor force after graduation.

Students who plan to enter a four-year college or university upon graduation must take a College Preparatory curriculum meeting the Advanced Academic or Academic Diploma plan. Students may need to attend classes at Palomar College, enroll in ECHS Flex CLP classes, or take college-prep online courses through ECHS Flex PLP to earn these credits. College Prep Courses offered in Flex PLP have been accepted by the University of California (UC) and California State (CSU) University system.

Mathematics Curriculum

Students in ECHS Flex PLP are encouraged to earn their math credits by blending into the Flex CLP classes. In some instances the Math Lab may be available. Pre-Algebra, Algebra I, Geometry, Algebra II, Pre-Calculus/Advanced Math, and Calculus are available in all settings.

Attendance and Academic Performance

Flex PLP is a performance-based program. Students are required to meet minimum work performance standards and must consistently attend their weekly meeting with their Mentor Teacher and other scheduled classes. Students falling below this standard will be Evaluated for Continued Enrollment which could result in being placed on a Probationary Contract or dropped from the program. Students who cannot make progress in independent study may be referred back to their home district for placement.

Sometimes Flex PLP may need a fifth year to complete credits for graduation. In this case the student will be assigned to a Mentor Teacher who works specifically with 5th year seniors. 5th year seniors are not able to take any classes on campus or participate in co-curriculars. The goal is to get through their coursework as soon as they are able in order to graduate. When all coursework is completed, the student is eligible to walk in the June graduation ceremony.

Testing

Flex PLP students are required to pass core knowledge tests at the end of particular core courses to validate their mastery of basic material. Students are also required by contract and by law to participate in all state mandated testing programs including CAASPP and CAST assessments. Failure to attend these tests at scheduled times may result in the student being Evaluated for Continued Enrollment which could result in being placed on a Probationary Contract or dropped from the program.

Graduation Ceremony

Students in Flex PLP graduate throughout the year; however, a formal graduation ceremony is held at the end of the school year. All students who complete the graduation requirements during the previous school year may participate in the graduation ceremony. The graduation ceremony is for the Flex program and will include Flex CLP and Flex PLP students. All credits required for graduation will be due no later than one week prior to graduation.

Leaving Class and Leaving Campus

Students enrolled in Flex PLP must be at school, home, work, or otherwise supervised by a parent/guardian when not at school during traditional school hours (8:30 a.m. to 3:30 p.m.). After students have finished meeting with their Mentor Teacher, completed a class, or any other assigned activity, the students must, as a general rule, leave the campus.

Students who arrive at school before their scheduled time or are waiting to be picked up by a parent/guardian will be directed to the study area located in Building A. Students enrolled in Flex PLP are not permitted to wait or loiter on campus or in their cars. Students must remain in the A building until the passing period begins unless they have a pass from their Mentor Teacher. Students who are not where they should be when the bell rings will be considered tardy and assigned a detention even if they do not have a scheduled class and should be working in the A building. Students will use the restrooms in the A building. Use of the vending machines is allowed before school, after school, and during break and lunch. Students may not use the vending machines during classes.

Flex PLP students are not able to leave campus and return on the same day without parent permission. All students will sign in or out at the front office upon arriving and leaving.

Academic Policies and Curriculum

Course Selection

Course selection (for the next year) is initiated in the spring. Courses should be completed in time to meet all graduation requirements by the end of the senior year. Questions on course selection should be discussed with the Mentor Teacher and Academic Advisor. Decisions to complete courses at other schools (such as Palomar College) should also be discussed with the Mentor Teacher and Academic Advisor to ensure the course meets ECHS graduation requirements. Please note that students must take a minimum of four (4) academic classes per semester to be enrolled in ECHS.

Grading Policy

The school year is divided into eight (8) grading periods for reporting student progress and two (2) semesters for assigning final course grades and credits earned. For PLP

copies of the student's current transcript will be mailed home by the Mentor Teacher in October and March. Grades are normally reported using the following grade scale:

A	Superior 90% to 100% (4 grade points)	D	Below Average 60% to 69% (1 grade point)	P/F	Pass/Fail
B	Above Average 80% to 89% (3 grade points)	F	Failure Below 60%	NM	No Mark Given for not completing ISPE requirements
C	Average 70% to 79% (2 grade points)	I	Incomplete Incomplete, without final mark: to be replaced by a final mark of A through F	WF	Withdraw Fail Given when a student drops a course after the add/drop deadline

A grade of "C" or better is required to earn credit for all courses below the College Preparatory level. A grade of "D" will earn credit for all courses at the College Preparatory level and above. However, a grade of "D" will normally prevent a student from advancing to the next sequential course or semester (e.g., Algebra I to Algebra II; Spanish 1 to Spanish 2; etc.) and will not satisfy university entrance requirements. Also, note that a minimum overall GPA of 2.0 is required for graduation.

If a student receives an Incomplete (I) grade at the end of the semester, the teacher will specify the date by which the work must be made up. If the work has not been submitted by the date specified, the grade will be permanently changed to an "F" or another grade as designated by the teacher.

Honor Roll and Awards

The academic education received by every student at Escondido Charter High School is of paramount concern. To encourage academic excellence, ECHS students are recognized each semester for their academic achievement. The Scholars List, for a semester GPA of 4.0, Honor Roll, for a semester GPA of 3.5 and above (a grade of "C" or above is required in every course to be eligible for Honor Roll consideration), or Academic Recognition (a 3.2 - 3.4 GPA) lists are released by the Principal at the beginning of each semester. Students must have completed a minimum of 20 credits during the semester to be eligible for academic recognition and awards.

Students achieving Academic Recognition, Honor Roll, and the Scholars List will be recognized at a Student Assembly. Students on the Scholars List and Honor Roll will be awarded an Academic Letter. In addition, academic awards in each course area for the entire year will be presented at the Awards Assembly, which is held on the last day of school. These awards recognize academic excellence as well as exceptional student effort and improvement.

Student Services

Academic counseling and college guidance are available for all ECHS students and parents through the appropriate Academic Advisor. Academic Advisors are located in the Library on the main campus. Students or parents should contact their Academic Advisor at (760) 737-3154 or via email to set up an appointment. In addition, the Student Services Team monitors the academic progress of all ECHS students. Student and parent/teacher conferences will be held for those students who are not making satisfactory progress towards graduation.

Academic Advisors are assigned by student last name

A-G
Mr. Steve Prodan
sprodan@amhcs.org

H-O
Mrs. Lauren Collier
lcollier@amhcs.org

P-Z
Mrs. Karen Withem
kwithem@amhcs.org

Tutorial

Tutorial is available Tuesday - Friday before school (8:00 - 8:25 a.m.) and after the last class period (3:35 to 4:15 p.m.) as teacher and student schedules permit. Flex CLP also has tutorial time on Mondays. Please see your Mentor Teacher to schedule additional tutorial time.

Community Service Requirement

Community service is a graduation requirement for Escondido Charter High School. Students are expected to complete at least four hours of community service each semester. In order for the community service time to fulfill the requirements, it must involve service that benefits the local community. Therefore, it must be organized, unpaid work intended for the good of the community. Students must report their community service hours each semester by submitting a completed ECHS Community Service Record to the Main Office.

ESCONDIDO CHARTER HIGH SCHOOL

STUDENT DRESS CODE

“Let’s dress for success.”

In order to meet one of the goals of the Escondido Charter High School’s mission statement – which is to provide a safe and orderly learning environment – clothing, jewelry, and other accessories must be appropriate to the educational environment and should not bring inappropriate attention to the student or cause a distraction in class. The dress code is a key component of preparing students for college and career readiness. Adherence to a dress code is an important part of the workplace to promote professionalism, safety, and security. Therefore, the following guidelines apply to student dress when at school or school-sponsored events:



Torso: Clothing must cover shoulders, stomach, chest, and back. Undergarments must be covered.

Legs: Shorts, skirts, and dresses must be just above the knee. Undergarments must be covered.

Feet: Footwear must be worn at all times appropriate to the activity.

The shaded portion of this figure represents front and back views. These parts of the body must be covered in all positions (sitting, standing, bending, reaching) while attending school or school events.

Other guidelines:

- Clothing that promotes drugs, alcohol, tobacco, or violence, is sexually suggestive, or that presents a disruption in school or school-related activities or that provokes violence is prohibited.
- Any clothing or accessories worn in a manner identified as gang-related is prohibited.
- All students must maintain a clean, neat, and healthy appearance. This means there should be no slits, rips or frays in pants, skirts, or shorts, and pajamas are not appropriate.
- Piercings are limited to the ears. Nose piercings are not allowed. No tattoos should be showing.
- Hair must be of a natural color. Head coverings (hats, beanies, and hoodies, etc.) are not to be worn indoors. Religious exemptions apply.

Please note: this list is not meant to be exhaustive; rather, it outlines the general expectations of student dress during school or school-sponsored activities. Clothing that causes a substantial disruption in school or school-related activities is prohibited.

Suspension and Expulsion Policy

AMERICAN HERITAGE CHARTER SCHOOLS

The following policy has been adopted by the Board of Directors of both Escondido Charter High School and Heritage K-8 Charter School (hereinafter "School"), effective in August 2025.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. School administrators have reviewed the suspension and expulsion policies of the School prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and these procedures have been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the School and serves the best interests of the School's pupils and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is provided to each student at the beginning of the school year.

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy is available on request at the Principal's office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, 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.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to School property.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education

students except when federal and state law mandates additional or different procedures. The School will follow all applicable 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.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, including those defined in Health and Safety Code 11053-11058, or any alcoholic beverage or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, including those defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to School property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5, as amended.
 - k) Knowingly received stolen School property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a School disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or School-sanctioned events.
- q) Made terrorist threats against School officials and/or School property, which includes but is not limited to, electronic files and databases.

(For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.)

- r) Committed sexual harassment.

(For purposes of this section, “sexual harassment” shall mean:

Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the school or educational setting, under any of the following conditions:

- (i) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s participation, academic status, or progress.
 - (ii) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
 - (iii) The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
 - (iv) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the School.)
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in California Penal Code Section 422.6, as amended.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, or cyber sexual bullying.

For purposes of this section, these terms shall mean the following:

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

1. Placing a reasonable pupil¹ or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

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

- of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons defined in California Penal Code Section 422.55, including immigration status, and Education Code section 220, as amended. This policy applies to all acts related to school activity or school attendance occurring within the school.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal’s or designee’s concurrence.

A student in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the

performance of their duties (the “Act”), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

A student enrolled in grades 9 to 12, inclusive, shall not be suspended for any of the Acts.

A certificated or classified employee may refer a student to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in Education Code section 48900.5(b) for any of the Acts.

A school administrator shall, within five business days, document the actions taken in response to the referral identified above and place that documentation in the student’s record to be available for access, to the extent permissible under state and federal law. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to the School campus for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action, the evidence against him or her, the other means of correction that were attempted before the suspension, if any, and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two (2) School days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to School. If School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

If a suspension is accompanied by a recommendation for expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to explain why the suspension will be extended pending an expulsion hearing. If the Pre-Expulsion Review Panel (defined below) recommends expulsion, the student's suspension will continue automatically, until after the decision of the Board in a formal expulsion hearing.

A determination to continue a suspension will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process because the behavior leading to the suspension is likely to continue; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended until after a decision at an expulsion hearing.

D. Expellable Offenses

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, including those defined in Health and Safety Code 11053-11058, or any alcoholic beverage or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, including those defined in Health and Safety Code 11053-11058, or any alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to School property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal School property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
 - k) Knowingly received stolen School property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a School disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or School-sanctioned events.
- q) Made terrorist threats against School officials and/or School property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of School property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in section B. 1. s), above.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in California Penal Code Section 422.6, as amended.

- t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers, and/or student(s) by creating an intimidating or hostile educational environment.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in section B. 1. v), above.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife or dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated School employee, with the Principal or designee's concurrence.
2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated School employee, with the Principal or designee's concurrence.

If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy. Readmission after one year is subject to the rules of Section N, below.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or

firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel

A student may be expelled either by the Board after a hearing before the Board, or after the recommendation of a review panel (described in the next section), which will be assigned by the School's Executive Director at the School's option, and then a hearing before the Board.

F. Expulsion Procedures

Students recommended for expulsion may also be recommended by the School administration for consideration by a review panel to determine whether the student should be expelled. This "Pre-Expulsion Review Panel" should consist of at least two School administrators, and the School's Executive Director. The Pre-Expulsion Review Panel may recommend that the Board expel any student found to have committed an expellable offense. This panel is at the option of the School, and in addition to a hearing before the School Board of Directors.

In the event the Pre-Expulsion Review Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. A recommendation by the Pre-Expulsion Review Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Written notice of the Pre-Expulsion Review Panel determination, if any, shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the Board hearing. The law also requires that a notice of the Board hearing must be sent to the student and parent or guardian prior to expulsion. Upon mailing the notice of the Board hearing to the student's address on file with the School, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place the expulsion hearing will be held before the Board;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to present testimony, evidence and witnesses and to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Pre-Expulsion Review Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as such term is defined in this policy, above, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Pre-Expulsion Review Panel shall be in the form of a written recommendation to the Board, who will make a final determination regarding the expulsion.

If the Pre-Expulsion Review Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Final Decision by the Board of Directors.

Unless postponed for good cause, the Board hearing shall be held no later than thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

J. Written Notice to Expel

Following a decision of the Board to expel, the Principal or designee shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student.

K. No Further Appeal

Following the Board of Directors' decision to expel a student, the decision of the Board is final, and there is no further right of appeal.

L. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

N. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the School environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

P. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in School, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Q. Additional Procedures for Students with Disabilities

A pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. the School will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil 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 pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. NOTIFICATION OF SELPA

The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the School or SELPA would be deemed to have knowledge that the student had a disability.

2. SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the School agree otherwise.

5. SPECIAL CIRCUMSTANCES

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at School, on School premises, or to or at a School function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at School, on School premises, or at a School function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at School, on School premises, or at a School function.

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Principal of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Safe Place to Learn Act, Harassment, Intimidation, Discrimination, Bullying and Retaliation Policy

AMERICAN HERITAGE CHARTER SCHOOLS

The following policy has been adopted by the Board of Directors of Escondido Charter High School (hereinafter “Charter School”).

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

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality (including language use restrictions), ancestry, race or ethnicity (including ancestry, color, ethnic group identification and ethnic background, race is inclusive of traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locks and twists), religion (including religious dress and grooming practices), religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, immigration status, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

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

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The Charter

School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Safe Place to Learn Act, Harassment, Intimidation, Discrimination, Bullying and Retaliation Coordinator (“Coordinator”):

Escondido Charter High School
Lesley Clifton, Principal
1868 E. Valley Parkway, Escondido, CA 92027
760-737-3154, ext. 158

Escondido Charter High School Support Staff
Jonathan Takagi, Business Manager
1868 E. Valley Parkway, Escondido, CA 92027
760-737-3154, ext. 176

Definitions

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual

recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, TikTok, Instagram, Twitch, Imgur).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Grievance Procedures

1. Reporting

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

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

Escondido Charter High School
Lesley Clifton, Principal
1868 E. Valley Parkway, Escondido, CA 92027
760-737-3154, ext. 158

Escondido Charter High School Support Staff
Jonathan Takagi, Business Manager
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760-737-3154, ext. 176

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports

may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of The Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

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

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

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Policy (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

5. Right of Appeal

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final decision.

Parental Notification

Each year, the School shall notify parents and guardians of their children’s right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the “Know Your Rights” immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

ESCONDIDO CHARTER HIGH SCHOOL

**SAFE PLACE TO LEARN ACT, HARASSMENT, INTIMIDATION,
DISCRIMINATION, BULLYING & RETALIATION COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

HERITAGE K-8 CHARTER SCHOOL

**SAFE PLACE TO LEARN ACT, HARASSMENT, INTIMIDATION,
DISCRIMINATION, BULLYING & RETALIATION COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I hereby authorize Heritage K-8 Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Uniform Complaint Policy

AMERICAN HERITAGE CHARTER SCHOOLS

The following policy has been adopted by the Board of Directors of Escondido Charter High School and Heritage K-8 Charter School (hereinafter “School”), effective August 10, 2022.

It is the policy of Escondido Charter High School to maintain a positive and productive working and educational environment. The School does not discriminate in its programs and activities against any characteristic that is contained in the definitions of classes of persons found in California Education Code sections 200 and 220, Government Code section 11135, including any actual or perceived characteristic as set forth in Penal Code section 422.55, as amended (“Protected Groups”), and provides equal access to community and youth groups. The School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students, or someone may believe that a violation of federal or state law is occurring in certain educational programs. The School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP:

If, however, the complainant does not feel comfortable with this approach or the complaint relates to any of the topics below, the complainant must use the complaint procedure identified below. The School will investigate complaints and seek to resolve them in compliance with this policy:

- Harassment, discrimination, intimidation, or bullying based upon the above-identified characteristics, or any other legally protected category, in its programs or activities, federal or state laws, or regulations governing educational programs;
- Improper student fees;
- Noncompliance with the rights or accommodations of pregnant, lactating and parenting students;
- Failure to provide counseling and other resources to students who identify with a Protected Group.
- Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education;
- Failure to comply with State statutes relating to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students;
- A complaint that the School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable;

- Other violation of state or federal law regarding safety planning requirements, physical education, instructional minutes, and/or pupil instruction.

Types of Complaints Not Covered by the UCP

Many complaints do not fit within the above-listed complaints to be made through the UCP. Some of these include, but are not limited to:

- Classroom assignments
- Grades and graduation requirements;
- Hiring and evaluation of staff;
- Homework policies and practices;
- Provision of core curricula subjects;
- Student advancement and retention;
- Student discipline;
- Student records;
- Employment complaints;
- Open meetings and board meetings; and
- Other general education requirements

Procedures:

Each site leader has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Unlawful discrimination or harassment may be based upon actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other category protected by law. Consequently, should the Principal become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Making a Complaint:

Any person who has experienced or is aware of a situation that relates to a complaint made in accordance with this policy (as identified above), has a responsibility to report the situation immediately to one of the following individuals:

for Escondido Charter High School: Lesley Clifton, Principal, 1868 E. Valley Parkway,
Escondido, CA 92027, 760-737-3154, ext. 158

for Heritage Junior High School: Jason Gaylord, Principal, 2245 E. Valley Parkway, Escondido, CA 92027, 760-737-3154, ext. 519

for Heritage Elementary School: Marc Gilbertson, Principal, 1845 E. Valley Parkway, Escondido, CA 92027, 760-737-3154, ext. 407

for Heritage Flex Academy: Sandi Knapp, Principal, 2269 E. Valley Parkway, Escondido, CA 92027, 760-737-3154, ext. 620

for all School Support Staff: Jonathan Takagi, Business Manager, 1868 E. Valley Parkway, Escondido, CA 92027, 760-737-3154, ext. 176

Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the School will assist the complainant in filing the complaint.

When making a UCP complaint, if the employee or student is not comfortable contacting the Principal or site leader, or if that individual is not available, the employee or student should contact Shawn Roner, Executive Director, 1868 E. Valley Parkway, Escondido, CA 92027, 760-737-3154, ext. 158, who has been designated to handle inquiries regarding UCP complaints. A UCP Complaint Form may be obtained from the Business Manager.

Anonymous Complaints:

Any employee or student who believes that there has been a violation of state or federal law as articulated above, or an improper imposition of student fees, should make a written complaint to the Principal. Students making a complaint of improper fees or complaints that the School has failed to comply with Education Code sections 47606.5 or 47607.3, may make the complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

Six Month Limit on Certain Complaints:

Complaints relating to discrimination (other than employment discrimination) must be filed within six (6) months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the Executive Director or his/her designee. Such extension by the Executive Director or his/her designee shall be made in writing. The period for filing may be extended by the Executive Director or his/her designee for good cause for a period not to exceed ninety (90) days following the expiration of the six (6) month time period. The Executive Director shall respond immediately upon a receipt for extension.

Informal Resolution:

If the parties mutually agree, the complainant and the School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

Investigation of Complaints:

If the complaint alleges wrongdoing involving a a complaint required to be filed under the UCP, the School will complete an investigation and submit to the complainant a written decision regarding the complaint within sixty (60) days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The sixty- (60) day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Executive Director will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Civil Rights Department (the “Department”) for investigation as required by law.

Written Decision:

The Executive Director shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant’s right to appeal the School’s decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within sixty (60) days of receipt of the complaint, the Executive Director will send a copy of the written decision to the complainant.

Appeal of School’s Decision

Appeal to CDE: Except for complaints regarding instructional materials and teacher vacancies or misassignments, a complainant may appeal a decision to the California Department of Education (“CDE”) by filing a written appeal within fifteen (15) days of receiving the decision, and after exhausting all available administrative remedies at the school level. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is

misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the School's decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the School to make the necessary findings and conclusions on any issue not addressed. The School will have twenty (20) days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

Dissemination

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the School's website.

AMERICAN HERITAGE CHARTER SCHOOLS

TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCEDURES

Title IX is a federal civil rights law that protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. While many associate Title IX strictly with equity in access to sports and facilities irrespective of sex, it also applies to sexual harassment, including sexual violence.

Title IX regulations found in 34 C.F.R. Part 106 require extensive standards and grievance procedures for complaints of sexual harassment. This Title IX policy is intended to comply with those standards and procedures. The Title IX regulations apply to complaints of sexual harassment made by employees or by students.

Title IX regulations define sexual harassment more narrowly than the school's code of conduct or employee handbook. Some complaints of sexual harassment will not fall within the sexual harassment definitions of Title IX's regulations but will fall within the sexual harassment definitions within the student code of conduct or employee handbook. Each complaint a school receives alleging sexual harassment should be examined to determine which grievance procedures need to be followed. Some complaints might implicate multiple grievance procedures.

Definitions

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

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any other employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the School with actual knowledge is the individual accused of harassment ("Accused"). The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in 34 C.F.R. § 106.8(a).

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Education program or activity" includes locations, events, or circumstances over which the School exercised substantial control over both the accused and the context in which the sexual harassment occurs.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against an accused and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School with

which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the School.

The phrase “**document filed by a complainant**” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the School) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party.

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

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

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

General Response to Sexual Harassment

If the School has actual knowledge of sexual harassment in an education program or activity of the School against a person in the United States, the School must respond promptly in a manner that is not deliberately indifferent. A School is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

A School's response must treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies with those

processes identified herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures against an accused.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Response to a Formal Complaint

In response to a formal complaint, a School must follow a grievance process outlined below. With or without a formal complaint, a School must comply with the School's General Response to Sexual Harassment process identified above.

Emergency Removal

The School may remove an accused from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the accused with notice and an opportunity to challenge the decision immediately following the removal.

Administrative Leave

The School may place an accused non-student employee on administrative leave during the pendency of a grievance process identified below.

Grievance Process for Formal Complaints of Sexual Harassment

Discrimination on the Basis of Sex

The School's treatment of a complainant or an accused in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under title IX.

Grievance Process Generally

The School shall treat complainants and those accused equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the accused, and by following a grievance process that complies with this policy before the imposition of any disciplinary sanctions or other actions that are not supportive measures against an accused. Remedies are to be designed to restore or preserve equal access to the School's education program or activity. Such remedies may include the same individualized services described above as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the accused.

The School shall require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, accused, or witness.

Title IX Coordinator: Any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or any person designated by the School to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or those

accused generally or an individual complainant or accused. The School shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The School shall ensure that decision-makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth below. The School also shall ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth below. Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Presumption: The School shall include a presumption that the accused is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Time Frames: The School shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the School offers informal resolution processes, and a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the accused of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Disciplinary Sanctions and Remedies: Following the determination of responsibility, the following reflect the range of possible disciplinary sanctions and remedies the School may implement: **[List here the possible range of disciplinary sanctions and remedies, including those for employees, students, and those making false accusations.]**

Standard of Evidence: For all formal complaints of sexual harassment against students, employees, and faculty, the standard of evidence to be used to determine responsibility is the clear and convincing evidence standard.

Appeals: A complainant or accused aggrieved by any decision under this policy shall have 5 business days to appeal any ruling that does not meet the requirements of this policy.

Supportive Measures: Supportive measures (defined above) shall be made available to complainants and those accused.

Privileged Evidence: When making a determination of responsibility, the School will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Notice of allegations: When the School receives a formal complaint, the School will provide written notice to the parties who are known. Such written notice will contain the following:

- 1) Notice of the School's grievance process, including any informal resolution process;
- 2) Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined above, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.

Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

The written notice shall include a statement that the accused is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

The written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties of any provision in the School's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the School decides to investigate allegations about the complainant or the accused that are not included in the notice provided above, the School must provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a Formal Complaint:

The School shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined above even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under title IX and implemented regulations; such a dismissal does not preclude action under another provision of the School's code of conduct.

The School may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the accused is no longer enrolled or employed by the School; or specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal described above, the School must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints. A School may consolidate formal complaints as to allegations of sexual harassment against more than one accused, or by more than one complainant against one or more accused, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one accused, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

Investigation of a Formal Complaint. When investigating a formal complaint and throughout the grievance process, the School shall:

- 1) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process under this policy. If a student is under the age of 18, the School must obtain the voluntary, written consent of the student's parent/guardian/education rights holder.
- 2) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- 3) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- 4) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or the accused in any meeting or grievance proceeding. Any restrictions regarding the extent to which an advisor may participate in the proceedings will apply equally to both parties.
- 5) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 6) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The School must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and
- 7) Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a hearing (if a hearing is required under this policy or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

Hearings.

Matters involving employees may or may not include a hearing, as described in the employee handbook. Matters involving students will include the hearing procedures outlined in the suspension and expulsion policy.

If a hearing is required, after the School has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the accused committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the accused and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determination Regarding Responsibility.

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility applying the standard of evidence described above.

The written determination must include—

- 1) Identification of the allegations potentially constituting sexual harassment as defined above.
- 2) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
- 3) Findings of fact supporting the determination.
- 4) Conclusions regarding the application of the School's code of conduct to the facts.
- 5) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the accused, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and
- 6) The School's procedures and permissible bases for the complainant and the accused to appeal.

The School shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals.

The School shall offer both parties an appeal from a determination regarding responsibility, and from the School's dismissal of a formal complaint or any allegations therein, on the following bases:

- 1) Procedural irregularity that affected the outcome of the matter;
- 2) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

3) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against a complainant or an accused generally or the individual complainant or accused that affected the outcome of the matter.

The School may offer an appeal equally to both parties on additional bases, if such procedures are set forth in the initial notice to the accused party.

As to all appeals, the School shall:

- 1) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 2) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- 3) Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
- 4) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5) Issue a written decision describing the result of the appeal and the rationale for the result; and
- 6) Provide the written decision simultaneously to both parties.

Informal Resolution. The School may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy. Similarly, the School may not require the parties to participate in an informal resolution process under this policy and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the School—

- 1) Provides to the parties a written notice disclosing: The allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 2) Obtains the parties' voluntary, written consent to the informal resolution process; and
- 3) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Recordkeeping.

- 1) A School must maintain for a period of seven years records of—
 - (A) Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript of any hearing (if applicable), any disciplinary

sanctions imposed on the accused, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program or activity;

(B) Any appeal and the result therefrom;

(C) Any informal resolution and the result therefrom; and

(D) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by members of the public.

(ii) For each response to a formal complaint required by this policy, the School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If a School does not provide a complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.

Disclosure of Directory Information

Directory information includes personal information about a student that Escondido Charter High School (hereinafter “School”) may make public. Directory information includes a student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended by the student.

The following are potential recipients of the directory information:

- American Heritage Charter Schools staff
- Representatives of other educational institutions or scholarship programs
- Colleges and universities
- CIF
- Law enforcement
- Local school districts
- YMCA and other afterschool programs and vendors
- United States Armed Forces

The natural parent, guardian, or individual acting as a parent in the absence of a parent or a guardian (hereinafter “parent”), or a student who has reached 18 years of age or is attending an institution of postsecondary education (hereinafter “eligible student”) has the right to refuse to let the School designate any or all of the types of information listed above as directory information for their student. Within fourteen (14) days of receiving this notice, any parent(s) or eligible student who does not want his or her student’s directory information made public without prior written consent must inform the School in writing. This parental notice, or notice from an eligible student, must identify what student directory information (any or all) is subject to the prior written consent requirement.

Parental Rights under the Family Educational Rights and Privacy Act (hereinafter “FERPA”)

Under the Family Educational Rights and Privacy Act (hereinafter “FERPA”), parents and eligible students have the right to:

- Inspect and review the student’s education records;
- Seek amendment of the student’s education records that the parent believes to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights;
- Consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
- File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.
- Request that the School not release student names or other information to military recruiters or institutions of higher education without prior written parental consent.

In order to inspect and review the student's education records, parents and eligible students shall submit a request to review education records in writing to the School's principal. If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted or misleading or in violation of the student's right of privacy, that person may request, in writing, that the School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy.

Declarations and Assurances

The School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll. The School may disclose records to public institutions with a legitimate educational interest under 34 CFR Sec. 99.31, as amended. The School will not release information to third parties for immigration enforcement purposes, except as required by law or court order. Unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents and eligible students – and receive their written consent – before it releases a student's personally identifiable information.

Educational Record

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the School. Such information includes but is not limited to:

- a. Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes.
- b. Grades, test scores, courses taken, academic specializations, and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended;
- g. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

Circumstances or Conditions for Release of Student Information to Outside Entities

The School will disclose education records, without consent, to the following parties:

- a. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- b. Contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions may be considered school officials provided that: 1) the outside party performs an institutional service or function for which the school would otherwise use employees; 2) is under the direct control of the school with respect to the use and maintenance of records; and 3) is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information.
- c. Other schools to which a student seeks or intends to enroll;
- d. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- e. Appropriate parties in connection with a student's application for, or receipt of, financial aid, if it is necessary to determine eligibility, amount of aid, conditions for aid, or enforcing of the terms and conditions of the aid;
- f. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- g. Accrediting organizations in order to carry out their accrediting functions;
- h. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- i. Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students, with some exceptions;
- j. Persons who need to know in cases of health and safety emergencies;
- k. State and local authorities within a juvenile justice system, pursuant to specific State law.
- l. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the School with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding, regardless of whether the School concluded a violation was committed.
- m. If the School participates in the federal Lunch Program, the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purpose of conducting program monitoring, evaluations, and performance measurements of the School, provided the data is reported in the appropriate form provided by law.
- n. An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.
- o. Other disclosures as provided by applicable law.

Acknowledgment Form

My signature indicates that I have read and understand the Escondido Charter High School Program's Student Policies and Procedures. This form is due no later than Friday, August 21, 2026.

Parent Name _____
Please print

Parent Signature _____ Date _____

Student Name _____
Please print

Student Signature _____ Date _____