



Francophone Charter School of Oakland

Student-Family Handbook

2015-2016

INTRODUCTION

BACKGROUND OF FRANCOPHONE CHARTER SCHOOL

The Francophone Charter School of Oakland (“Francophone Charter School” or “the School”) is a public charter school. Approved by the Oakland Unified School District on August 13, 2014, the school is being brought to life through the hard work of dedicated parents and visionary educators. The school will open in the fall of 2015 with Transitional Kindergarten, Kindergarten, First, Second and Third grades with a French language immersion program. It will continue to grow, one grade level per year, until 8th grade. Students will begin their education almost exclusively in French (90% of instruction) and will gradually transition to more English in order to be prepared for state standardized testing at each designated grade level. The school is open to all residents of California.

LOCATION

Francophone Charter School of Oakland
9736 Lawlor St, Oakland, CA 94605

MISSION STATEMENT

The mission of the Francophone Charter School is to provide a dual-immersion curriculum to a diverse community of students. Our goal is to develop bilingual and bi-literate global citizens who are open-minded and value intellectual curiosity, personal integrity and creativity. The School will achieve its mission by:

- Providing an academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges;
- Preparing students for the 21st century by offering a well-rounded education that also incorporates global themes, arts and technology;
- Valuing and incorporating community into the life of the school, including civic engagement on a local and global level;
- Recruiting and maintaining a diverse student body and staff;
- Teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well-informed decisions;
- Encouraging students and staff to work in teams, learn from each other, and share in the decision-making process;
- Fostering values of accountability and responsibility.

VISION

Our vision helps us achieve our mission within and outside our curriculum, and guide our school, teaching and student life at Francophone Charter School.



ACADEMIC SUCCESS



GLOBAL CITIZENSHIP



COMMUNITY

WHAT IS A CHARTER SCHOOL?

Charter schools are independent public schools, opened and attended by choice, providing an alternative to other public schools. They are subject to the rules established by the State in which they operate. For more on California charter schools, consult the California Charter School Association website (www.calcharters.org).

Charter schools typically offer rigorous curriculum programs and unique educational approaches. In exchange for operational freedom and flexibility, charter schools are subject to higher levels of accountability than traditional public schools. Tuition-free and open to all students, they offer quality and choice in the public education system.

The "charter" establishing such a school is a contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. In California, charters are granted for five years. At the end of the term, the entity granting the charter ("authorizer") may renew the school's contract.

GOVERNANCE

NOT-FOR-PROFIT

Francophone Charter School is a not-for-profit 501(c)3 organization incorporated in the State of California and recognized by the Internal Revenue Service.

ROLE OF THE BOARD OF DIRECTORS

The Board of Directors (the “Board”) provides overall governance for the School, including setting significant policies or the overall direction and goals of the School. Day-to-day management towards achieving the goals set by the Board is the responsibility of the Executive Director. Where possible, the Board focuses on establishing what ultimate outcomes will be achieved by the School, while the Executive Director, staff and/or committees focus on how to achieve those outcomes.

The Board includes members experienced in management, language education, finance, law, and governance. A parent representative of a current student of the Francophone Charter School will be elected to the Board according to the Board’s bylaws in 2016-2017.

Regular Board meetings occur monthly during the school year to discuss policy and other matters relevant to the School. These meetings are open to the public and held in accordance with Brown Act open meeting regulations. The agenda is developed by the Board President in concert with the Executive Director, and is posted on the School’s website three days in advance.

For a current list of Board members, please see the Francophone Charter School website (www.francophoneschool.org).

ADVISORY BOARD

The Francophone Charter School Advisory Board includes members experienced in dual-language education, charter-school development, teacher and curriculum development, finance, and facilities and provides guidance and input to the Executive Director, Board of Directors, and staff on the latest research, best practices in the field and the strategic direction of the School. The Advisory Board has no formal governance role, but provides a sounding board and wealth of expertise for the successful development of the Francophone Charter School.

For a current list of Advisory Board members, please see the Francophone Charter School website (www.francophoneschool.org).

PARTNERSHIP BETWEEN FAMILIES AND FRANCOPHONE CHARTER SCHOOL

Creating a strong school community with engaged parents and guardians can make the difference between a good school and a great school. For an immersion school with a diverse set of families, a strong community is even more important. We hope to build supportive and effective relationships in service of our children's academic, social, and emotional development.

To ensure shared understanding of each party's commitment to this partnership, all Francophone Charter School families are encouraged to sign a 3-Way Contract (the "Contract") between the parent, student and school prior to the beginning of each school year. The Contract will be used to guide decisions and priorities for the School, parents and students over the course of the school year. For a copy of the Contract, please ask any school staff member or see the Francophone Charter School website.

PARENT COMMUNITY NETWORK

The Parent Community Network (the "Network") will help guide and organize parent activities and involvement overall (much like a PTA would). All current Francophone Charter School of Oakland parents are automatically members of the Network. The Network leadership is made up of a President, Vice President, Volunteer Coordinator, and committee chairs. Members of the Network leadership may invite other people (i.e. community leaders, parents with specific expertise, teachers, Executive Director, etc.) who can provide input into the goals and activities and help the Network make decisions. The Network meets regularly every month; meetings are open to all members of the parent community, including founding families who may not have students currently enrolled in the School. The role of the Network is to:

- Serve as an initial sounding board for the Executive Director and Board of Directors;
- Represent the needs and interests of the broader parent community;
- Generate opportunities to strengthen parent engagement and participation in the school community;
- Help develop and implement plans for key areas of the School, in conjunction with staff and board members; and
- Provide an avenue for parent input into specific areas of the school's operations.

Note: While the Network has been established to strengthen parent involvement in the School, it does not replace opportunities for parents to discuss concerns or interests directly with the Executive Director.

President: The President of the Parent Community Network is elected by all enrolled families annually. In 2015-2016, the election will occur in the fall, within ninety (90) days of the school opening. In all subsequent years, the election will occur in the spring. The President serves a

two-year term and works closely with the Executive Director to address the needs of the school and families, and mobilizes the parent community to support the school. The President also serves on the School Attendance Review Board (SARB), which is described below. The President manages the Network and its meetings. This position is anticipated to require at least 15 hours of volunteer time per month.

Vice-President: The Vice President of the Parent Community Network is elected by all enrolled families. In 2015-2016, the election will occur in the spring. The Vice President serves a two-year term. The Vice President supports the President and acts on behalf of the President when not available. This position is anticipated to require at least 15 hours of volunteer time per month.

Volunteer Coordinator: The Volunteer Coordinator position is responsible for working with the Executive Director, Board and Parent Community Network President to determine volunteer needs and opportunities, match them with parent skills and interests, and track and recognize parent contributions. The Volunteer Coordinator will be chosen by the Executive Director in the spring of each year and will serve a two-year term. A school announcement recruiting a Volunteer Coordinator will be sent to all families in the spring. Interested parents should submit a letter of interest to contact@francophoneschool.org describing both their interest in the position and how their experience relates to the job description. This role is anticipated to require an average of 15 hours per month.

Home Room Parents: Each class will have at least one home room parent who will work with the teacher to help coordinate some class projects, field trips, events and volunteers and will work with families of those in each class to plan at least two social events for the families outside of school hours per year. For the 2015-16 school year, home room parents will be chosen by the Founding Team prior to the start of school. In subsequent years, Home room parents will be chosen by the Executive Director in the spring of each year and will serve a one-year term. If multiple parents are interested in serving as home room parents, they can decide with the teacher how to allocate time and responsibilities (e.g. serving for a semester, splitting responsibilities throughout the entire year, etc.). A school announcement recruiting home room parents will be sent to all families in the spring. This role is anticipated to require at least 5 hours per month.

Committee Chairpersons: Chairs of parent-led committees also sit on the Parent Community Network in addition to their responsibilities as chairs of their committees. Committee chairs are typically identified each year in June by the President through an open application process and are asked to serve one-year terms and help cultivate and train their successors. In 2015-2016, committee chairs will be identified in the summer/fall. Each chairperson works with the school to develop a plan of priorities and activities in a specific area, and coordinates a group of volunteers to implement the plan over the year. (See the Francophone Charter School website for a current list of committees.)

VOLUNTEERS & VISITORS

Francophone Charter School starts with you! Parent and volunteer involvement in any school can make the difference between a good school and a great school. At Francophone Charter School, there are many ways that family and community members can participate and contribute, regardless of availability, skills or interests.

VOLUNTEER RESPONSIBILITIES

Francophone Charter School encourages each family to volunteer for a minimum of 30 hours per school year. Having a strong and engaged volunteer parent community is vital to the School's success. We hope that all our families will be able to bring their talents and enthusiasm to the school. Volunteer hours are tracked and managed by our volunteer coordinator.

To help you meet this goal, we ask all parents/guardians to work with the Parent Community Network and Volunteer Coordinator to let us know your availability and interests. Over the course of the year, we will use this form to match your interests with opportunities to make volunteering at the Francophone Charter School a fun and rewarding experience.

VOLUNTEER OPPORTUNITIES

Current needs are posted on the Francophone Charter School website in the Volunteer section. We encourage 30 hours per year per family in order to support the school community. Questions about volunteering should be directed to volunteer@francophoneschool.org.

PARENT FUNDRAISING

The parent-led fundraising committee works closely with the Executive Director to determine fundraising priorities and potential funding sources, and coordinates all family fundraising efforts.

Parent fundraising – whether bake sales, online causes and promotions, individual donations or volunteering time at fundraising events – is essential to the Francophone Charter School's success.

VOLUNTEER REQUIREMENTS

TB Test – For the health of our students, every volunteer who will be in contact with students must present proof of a negative TB (tuberculosis) skin test dated within the last four years to the Volunteer Coordinator.

You can get this test done by your general practitioner or go to the website for the Alameda County Public Health Department (www.acphd.org) for a list of clinics.

BACKGROUND CHECKS

Contractors and volunteers who may be outside of the direct supervision of a credentialed employee (e.g. drivers on field trips; 1:1 tutors) are required by law to be fingerprinted for a criminal background check. The Executive Director and Business Manager shall monitor compliance with this policy.

VOLUNTEER DRIVERS

- The parent or adult driver must have a current “Driver’s Liability Insurance Statement” on file in the school office.
- The policy must be current and must include the following minimum coverage: \$100,000 per person, \$300,000 per occurrence, \$50,000 property damage (100/300/50)
- The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags cannot have a student occupying that space.
- Children weighing less than 40 pounds must ride in a car seat with a seat belt.
- Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students.
- Drivers cited with more than one moving violation within the past year will not be authorized to drive students.
- The driver must have a valid California Driver’s License.
- Vehicles for transporting children must be in a safe and operable condition.

When a school employee uses a personal auto for the approved transporting of students, the rules of safety for the occupants also apply. Each occupant must have an operable seat belt.

VISITORS AND GUESTS

All visitors, volunteers, and contracted workers at the school during the school day are required to check in at the front office and wear a name badge for the entire duration of their visit. For our students’ safety, even regular and frequent volunteers and visitors to the school are expected to abide by this policy.

ATTENDANCE POLICIES

Francophone Charter School wants all students to fulfill their potential. Students will do this best if they attend school every day. Absences also reduce the school’s funding from the state, and California State Law requires attendance at school. Please make every effort to ensure that your child is at school every day for the full day.

To help families plan ahead, the school's annual calendar and daily schedule are distributed to families at the start of every school year, and are also available on the School's website.

ARRIVAL AND DISMISSAL

Arrival: **The school day begins promptly at 8:15 am.** Students may be dropped off at the school between 8:00 am and 8:15 am. Students who are not in the classroom by 8:15 am are considered tardy. Students who arrive after 8:15 am are required to sign in at the school office.

Dismissal: **School is dismissed at 2:00 pm on Wednesday and at 3:15 pm every other week day.** Students must be picked up from School between 3:15 pm and 3:30 pm unless they are enrolled in After Care.

Early Pick-Up: In order to pick up a child prior to the normal dismissal time, the parent/guardian must provide the relevant information (student name, grade, time of pick-up, and reason) in writing to the office before school starts on that day. At the pick-up time, the parent/guardian must check-in at the school office, where the student will be waiting for pick-up.

Authorized Pick-Up: Students are only released to adults listed by the parent(s)/guardian(s) on the Authorized Pick-Up Form, which parents will complete online via the Parent Portal.

EXCUSED ABSENCE

For absences due to any of the reasons listed below, the absence must be documented in writing by the parent or guardian within 5 days of the absence and sent to the Business Manager.

- Illness (A doctor's note may be required by the School)
- Quarantine under the direction of a county or city health officer or according to the School's vaccination policy
- Family emergency, illness or death
- Doctor/dentist appointments that cannot be scheduled after school hours
- Observance of a religious holiday. A student may not be granted an "Excused Absence" for religious observance for no more than five (5) days total per school year
- To attend the funeral services of a member of his or her immediate family (not more than one day if the service is in California and not more than three days if the service is conducted outside California)
- Court appearance or other legal proceedings beyond the control of the family

EXTENDED ABSENCES DURING THE SCHOOL YEAR

Because of the unique learning requirements of our dual-language immersion program, the Francophone Charter School requests that families plan vacations only on the vacation days listed on the school calendar, as any extended absence from school may impede a student's

language acquisition. In special circumstances (such as a hospital stay), the School may be able to provide an Independent Study packet for the student to complete his/her absence, to help the students stay current with lessons.

TRUANCY

A student is considered truant when a student is: (1) absent from school without a valid excuse three full days in one school year or (2) tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or (3) any combination thereof.

The parent/guardian of a student classified as truant will be contacted by the Executive Director by email, telephone and/or in person within 24 hours of a student being classified as truant to request a conference be held with the parent, student, teacher, and Executive Director. At this time, a certified letter that contains the following information will also be sent.

- The student is truant
- The parent/guardian is obligated to compel the student to attend school
- The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution
- The availability of alternative educational programs in the local district
- The right of the parent/guardian to meet with appropriate school personnel to discuss the solution to the student's truancy
- A conference is requested with the parent/guardian and student

For more details of the California State Law regarding school attendance and truancy, go to www.cde.ca.gov/ls/ai/

LOCAL SCHOOL ATTENDANCE REVIEW BOARD (SARB) PROCESS

If a requested attendance conference is not attended by the parent/guardian and/or the student continues to be truant after seven (7) truancy events, the student may be referred to the local SARB. The SARB will consist of the Executive Director, a teacher, and the President of the Parent Network. A letter will be sent to the parent/guardian notifying the parent/guardian that the matter is now being referred to the SARB for a hearing. The parents have 10 days in which to respond or the matter will be turned over to the District Attorney's office.

The SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the SARB's directive, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school. A registered/certified letter must be sent to the parent/guardian informing them of this action.

GENERAL POLICIES

BIRTHDAYS

Birthdays are exciting events for students, and can be excellent opportunities for building a sense of community. Student birthdays will be celebrated on a predetermined day each month during the lunch break. The staff and students will provide singing and celebration during this time. Parents are welcome to attend and encouraged to coordinate bringing treats for students to share during these events. Please do not bring treats to your child's classroom. Invitations to birthday parties should not be distributed on school grounds.

DIRECTORY INFORMATION

Parents are asked to notify the office in writing as soon as any change of contact information occurs, including cell phone, work phone, home phone, email address and mailing address. This will ensure that all communication will be received without delay or interruption. Families may opt to be included in a family directory and/or use the email distribution lists to disseminate information to other families; however, the School will not publish and distribute family contact information without the family's permission. You may select your preferences for being included in the directory through the Parent Portal.

EMERGENCY CONTACT INFORMATION

Every student must have complete and up-to-date Emergency Contact Information, which can be completed through the Parent Portal, properly signed and on file in the School Office. *STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CONTACT INFORMATION FORM OR AUTHORIZED PICK-UP FORM.*

ELECTRONIC DEVICES

Use by students of music players, hand-held electronic games, tablet computers, and other electronic devices is prohibited during the school day unless they are distributed by the teacher as part of a planned lesson. If a student must bring any of these items for use during after-school hours, the item must be kept in the student's backpack and turned completely off during the school day. Any electronic device in use during school hours will be confiscated and returned only to a parent/guardian. After school hours, if you need to contact your child, please call the office.

PHOTOGRAPHS AND VIDEOS OF STUDENTS

School staff, volunteers, or media may take photos, audio recording or videos for school publications, displays, the website, news stories, or other such purposes. Students may appear in photographs, audio recordings or video recordings that may appear in print, online, radio or

television. If you object to having your student recorded or photographed, please provide a letter notifying the school office of your request.

TOYS AT SCHOOL

Except for pre-approved items brought for a school lesson (e.g. Show and Tell time), toys (such as dolls, stuffed animals, vehicles, playing cards, action figurines, etc.) may not be brought to school for use during the school day. If a student must bring any of these items for use during after-school hours, the item must be kept in the student's backpack during the school day. Any toys being played with during school hours will be confiscated and returned only to a parent/guardian. During the first month of school, kindergarteners (including those in transitional kindergarten) are granted an exception to this policy for the purpose having a "comfort object" that may help with separation anxiety.

RECORDS

Cumulative File

State law requires that certain information be maintained by the School. As required, the Cumulative File is a student's academic record from Kindergarten through high school. Parent/guardian approval of the release of this file from your child's prior school will be requested online through the Parent Portal.

Inspection of Records

Parents, legal guardians, or adult students have a right to review their own or child's pupil records. Pupil records are available for review during regular school hours. Written requests for access should be directed to the Executive Director, and will be granted within five days from the date of the request. In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current restraining order specifically preventing record access. (A restraining order preventing access to the pupil does not prevent access to records.)

Maintenance of Records

A log is maintained for each student's record which lists all persons or organizations requesting or receiving information from that record. Requests to access the log should be directed to the school Business Manager.

Release and/or Duplication of Records

The School may permit access to pupil records by a specific person if the parent has filed written authorization specifying the records to be released and identifying the person to whom

the records may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be permanently kept with the pupil's record file. Records will be duplicated for a fair cost as determined by the School (equal to the cost of the copies and labor).

SCHOOL DRESS CODE REQUIREMENTS FOR STUDENTS

General Requirements

- Plain, solid colors
- No graphics (pictures or words) or logos
- No commercial characters (e.g., Elmo)
- No embroidery
- No bedazzling (e.g., rhinestones) or other adornments

Shirts

- Plain white, green, or blue shirts (solids only, no stripes or graphics)
- Any Francophone Charter School shirts (tee-shirts or polos)
- No tight or oversized shirts
- All shirts must be size appropriate
- Nothing excessively loose-fitting or excessively tight fitting

Pants/Shorts/Skirts

- Navy blue, black, or khaki pants, shorts, skirts
- Skirts must be no shorter than 4 fingers placed sideways up from the knee
- Pants, long shorts, skirts, capris must be size appropriate
- Nothing excessively loose-fitting or excessively tight fitting
- No jeans

Sweaters/Jackets/Outerwear

- Plain green, white, or blue sweater (v-neck, crewneck, or cardigan)
- Plain crewneck or zippered sweatshirts, fleece, or hooded sweatshirt (solid only, no stripes or graphics)
- Any Francophone Charter School sweatshirt
- Plain colored coat with no graphics, characters, or embellishment

Shoes

- Closed-toed and appropriate for running
- No flip-flops or sandals
- No shoes with raised heels
- No light-up
- No shoes with wheels

Accessories

- Head coverings may be worn in class for religious or medical reasons. Otherwise no hats or caps inside.
- Sun-protective hats for outside play
- No distracting or excessive jewelry

These guidelines will provide choices for students and families while also reducing distractions and disruptions caused by clothing, making economic disparities between students less obvious, minimizing the use of clothing to signal gang affiliation and other risks to student safety, and promoting student achievement. On Fridays, children can wear their favorite colors and patterns. We count on your support to make sure that your child wears appropriate clothes to school on every given day. Children are welcome to bring backpacks and lunch boxes of their choice.

Support for needy families – The Francophone Charter School will designate funds to support families who may need assistance in meeting the dress code requirements.

Exceptions – Since the Francophone Charter School is a school specifically chosen by families, and not a school in which a child is randomly placed, there are no exemptions for students.

BEHAVIOR AND DISCIPLINE

CLIMATE FOR LEARNING AND GROWTH

Francophone Charter School will make every effort to ensure that each student's school experience is rich and significant, and that the environment is orderly, warm, and conducive to learning. Francophone Charter School fosters a commonality of purpose and a sense of cohesiveness among parents, school staff, and the community-at-large.

Five Keys to a Positive School Climate and Culture at Francophone Charter School:

1. All students and adults feel welcomed, respected, and connected to the school.
2. Clear behavioral expectations are affirmed, modeled, taught, practiced, and assessed.
3. The entire school community supports a positive, high-performing learning culture.
4. The school promotes students' personal, social, emotional, civic, and ethical development, in alignment with their academic development.
5. Students' individual learning styles are honored and supported, as well as their practices in school citizenship.

ANTI-HARASSMENT POLICIES AND PROCEDURES

Francophone Charter School is committed to providing a learning and work environment that is free from unlawful harassment based on factors such as pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or

mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Harassment of any student or staff member by another student, staff member, volunteer or parent is prohibited, and the School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. The School will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner, and take appropriate corrective action, if warranted. Francophone Charter School has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the School. Please see the School's Comprehensive School Safety Plan.

BULLYING

Francophone Charter School does not tolerate bullying or intimidation of any kind and will respond to such instances in accordance with its disciplinary procedures. Students and families are asked to immediately report to any school staff member any instances of bullying that they experience or witness.

CODE OF CONDUCT

The purpose of Francophone Charter School's Code of Conduct is to create an environment in which all students can reach their full potential. In order to do this, staff, students, and parents must work together to create a respectful and safe learning environment. Through our Code of Conduct, we will maximize instructional time for students to reach their academic potential and continually engage students in dialogue concerning what it means to be a citizen of the world in the 21st Century.

The Francophone Charter School will put strategies in place to create an atmosphere of trust and community and prevent escalating aggressive behaviors, including restorative justice practices. Restorative Justice is a set of principles and practices used to hold students accountable for their actions and behavior and the effects of those actions on others and the community as a whole, recognizing that troublesome behavior is normal, and creates opportunities for students to learn important social and emotional skills.

Goals & Outcomes

The goals and desired outcomes of the Code of Conduct are:

- To promote equality that is understood by all students and applied fairly
- To ensure a safe learning environment for our students
- For students to understand the consequences of their actions and to take responsibility for them

- To maximize instructional minutes giving our students access to a quality education
- To foster and instill in our students a sense of morality and to determine what it means to be a good global citizen

General School Rules

- Be Safe
- Be Responsible
- Be Respectful

These 3 simple statements constitute Francophone Charter School's notion of "best behavior." They will form the basis of our Code of Conduct.

Classroom Discipline

In order to ensure an environment that is conducive for all its students to learn, Francophone Charter School has a system of behavioral expectations, procedures, and interventions that is fair, consistent, accountable, and supportive, and is aligned with the school's mission. Its consequences and interventions are designed to help students act responsibly and understand the effects of their disruptive behavior, and to learn to practice behaviors that are more skillful, responsible, and productive.

Positive Behavior: Beyond offering an interesting and challenging curriculum, teachers will use a wide range of methods to encourage positive behavior such as praising students that are following instructions.

Disruptive Behavior: Our goal is to manage classroom behavior with the students and keep them in the classroom and engaged in learning as much as possible. In the event that disruptive student behavior inhibits learning for other students, teachers will follow the procedure below of increasing consequences:

- A non-verbal signal - such as a look, touching the shoulder, moving closer to the student
- A verbal warning that gives the student the opportunity to continue with the classroom activity
- A question that asks if the student needs to use the restroom, get a drink of water, move around, etc.
- Pulling the student aside to try to determine the cause of the problem and brainstorm possible solutions
- Child sent to office and parent/guardian contacted
- Referral to Executive Director

A Graduated System of Behavioral Referrals

Student behavior resulting in a referral to the Executive Director will be communicated to that student's parents and/or guardians via phone or e-mail. Referrals are likely to result from the following infractions:

- Disrespectful behavior to adults or classmates
- Fighting
- Bullying
- Inappropriate language
- Spitting
- Misuse of school equipment
- Vandalizing or damaging property
- Playing outside of the classroom during instructional minutes

After being sent to the office three times, the Executive Director will meet with the child and the parent will be informed. If a student is sent to the office again, the student will meet with the parent, teacher and Executive Director to discuss and determine a course of action. During that meeting a follow-up meeting to determine student progress will be scheduled.

Suspension and expulsion policies and procedures are detailed in the Comprehensive School Safety Plan.

STUDENT HEALTH AND WELL-BEING

BEFORE AND AFTER SCHOOL SAFETY

The School is not staffed to supervise students to arrive more than 15 minutes before the start of school, unless the student is involved in the before-school care program. Therefore, for the safety of students, parents/guardians should not drop students off, nor are students to arrive at school prior to 8:00 am. Similarly, parents/guardians should arrange to have their student leave or be picked up right after school. In case of emergency, all students should go directly to the school office at any time before or after school.

BREAKFAST, LUNCHES AND SNACKS

The School provides lunch to all students for a fee, based on family income. Parent(s)/guardian(s) must sign-up and pay for meals in advance through our online ordering system. Lunch will be nut-free. Food will be provided by Revolution Foods. Families who may be eligible for the no-cost/reduced lunch program should complete a new application during the first week of school each year. (See the Business Manager for the application form.)

At Francophone Charter School, we promote a healthy and safe environment for all of our community members, and need to ensure that all students are safe while at school. Based on the potentially life-threatening consequences of an allergic reaction to nuts for some of our students, we have implemented a “NUT AWARENESS” policy in our school. This policy is intended to keep children safe while offering clear guidelines for the use of nuts at school.

The lunch provided by Revolution Foods is nut free. Snacks provided by the school in the After School Program are also nut free. We ask that all parents, caregivers and students in our community, partner with us to monitor the use of nuts in their snacks and lunches.

Specifically:

1. Do not use nuts or products containing nuts in food that is brought to campus to share for group activities such as all school events, class parties, advising group snacks or any other classroom or after school food-related events.
2. Students may not share any food from their lunches or snacks and must carefully wash their hands after eating any item that contains nuts.

Parents and caregivers of students with severe allergies should adhere to the following protocol:

- Parents must inform the Executive Director prior to the start of the school year about any severe allergies;
- Parents and the school will work together to create an appropriate action plan, including use of medication, for a student as needed;
- Parents and teachers will communicate any changes in a student’s needs throughout the year.

We appreciate your diligence in upholding our Nut Awareness policy for the safety and well-being of all of our students and community members.

Parents/guardians of students with allergies should be especially vigilant to instruct their child not to accept food from other children. Parents/guardians of children with severe allergies should contact the School to discuss what precautions the school and/or other students must take to ensure the health and safety of that student. If allergies are severe enough, a year-long ban on certain food items will be placed and enforced.

IMMUNIZATIONS

California law requires each child to have a [health examination report](#) for school entry. This report consists of a health examination and an up-to-date immunization record. The Report of Health Examination for School Entry must be completed by a health examiner. California law requires that pupils entering a California school provide a written immunization record showing the date (at least month and year) of each immunization. Entrance requirements are:

IMMUNIZATION	DETAILS
Polio	4 doses required. 3 doses meet requirement if at least one was given on or after the student's 4th birthday. 4 doses meet the requirements even if all were given before student's 4th birthday. 3 doses meet requirement for ages 7-17 years if at least one was given on or after student's 2nd birthday.
DPT	5 doses required. 4 doses meet requirement if at least one dose was given on or after student's 4th birthday. 3 doses meet the requirement for ages 7-17 years if at least one was given on or after student's 2nd birthday.
Hepatitis B	3 doses required for Transitional Kindergarten through 3rd grade.
MMR (Measles, Mumps & Rubella)	2 doses required of measles with at least one dose given with mumps and rubella. Doses must be given on or after student's 1st birthday. Required for Transitional Kindergarten through 3rd grade.
Varicella (Chicken Pox)	1 dose required, or documentation by health care provider of Varicella disease or immunity. Required for Transitional Kindergarten through 3rd grade.

Any pupil who fails to submit the required immunization information shall be excluded from school. (Health and Safety Code Section 3380-89, Chapter 7)

ILLNESS AND INJURY

Francophone Charter School makes every effort to support the health and well being of all students in order to decrease absences and maximize learning time. Staff members are trained in first aid and CPR and will provide routine first aid and check the health of students who exhibit symptoms of or complain of illness or injury.

In the event of more serious illness or injury, parent(s), guardian(s), designated emergency contact(s), and/or paramedics will be contacted. In these situations, parent(s)/guardian(s) may be requested to pick up their student as soon as possible.

Staff members are expected to be prepared if any of their students require special medications or accommodations such as inhalers, epi-pens or have other health issues that require more or regular care.

Parents should bring special health problems to the attention of the student's teachers, Executive Director and Business Manager in writing. This can be done online via the Parent Portal.

To protect the students and staff from communicable diseases, parents are asked to report all illnesses to the office by phone, email, note, or in person. The Business Manager keeps

confidential track of student illnesses. In cases of some communicable ailments (e.g. Pink Eye, Strep Throat, Lice, etc.), the Business Manager will inform other families as needed. Any child who shows signs of contagion should not attend school and will be sent to the office by the classroom teacher. Parents, guardians or emergency contacts will be notified if the staff decides the child is too ill to remain at school, and the student will remain in the office until a parent, guardian or designated adult arrives. Students with communicable illnesses will need a doctor's note clearing them to return to the classroom.

A child is too ill to attend or remain at school if s/he:

- Has had a fever of 100 degrees or higher under the arm or orally (student should stay home for 24 hours after the temperature has returned to a normal 98.6 degrees);
- Vomits or has diarrhea (student should stay home for 24 hours after last episode);
- Has a severe or uncontrollable cough;
- Has a rash other than one due to a chronic condition such as eczema or psoriasis; and/or

All incidents that occur on school grounds and receive any first aid attention are reported to the office using an Injury/Incident Report, completed by the supervising staff member. A copy is given to the parent(s)/guardian(s) of the student(s) involved.

Parent(s)/guardian(s) are notified immediately when serious injuries occur (e.g. break or fracture, head or neck injury, unconsciousness or blood loss, etc.), and 911 is called. Staff members are trained to recognize and respond to the symptoms of a concussion. Parent(s)/guardian(s) are notified in the event of a head injury and the possibility of further evaluation by a health care professional; 911 is also called if the student exhibits signs of a concussion and requires immediate medical attention.

If a student is absent due to illness or injury for five or more consecutive days, the absence is considered an excused absence if a medical doctor provides notification in writing.

STUDENT MEDICATION

Whenever possible, students should receive medication during non-school hours. If necessary, medication given at school will be dispensed by the Business Manager or Executive Director.

To request that medication (prescription or non-prescription) be administered to your student at school, please follow the following procedures:

- Provide the Business Manager with written permission from parents/guardians and/or medical doctor, with precise information about medication, dosage and frequency.
- Label the medication with the student's name. All non-prescription medication must be sent to the school in the original container in which it was purchased. All prescription

medication must be sent to the school in the correct pharmacy-labeled container unless a physician's written order recommends otherwise.

- Deliver the medication and all relevant information to the Business Manager.

If parents or guardians wish for their child to possess and/or self-administer medication while at school, the following two requirements must be met:

- A doctor's note stating it is necessary for the student to keep medication with him/her
- A parental letter accepting all responsibility in the event the medication is lost or misused

Parents/guardians must disclose their student's medical conditions or allergies on the student's Emergency Information Form.

CHILD ABUSE REPORTING

Because immediate investigation by child protective agencies of suspected abuse may save a student from repeated injuries, any teacher, or other staff member who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities.

SMOKE-FREE ZONE

Parents and visitors are asked to support the school's effort to maintain a "Smoke Free Zone." Please refrain from smoking on campus or at any school event or activity.

ALCOHOL

Francophone Charter School also prohibits the consumption of alcohol on school property. Exceptions to this alcohol policy may be approved in advance by the Board for a specified time and date, for events such as an evening fundraising dinner.

DRUGS

Francophone Charter School prohibits the use of illicit drugs on school property at all times. For guidelines regarding prescription medication use, please refer to our Student Medication policy, above.

TECHNOLOGY

Francophone Charter School provides technology to support its instructional program and to further student learning. Students and staff have are expected to use these resources in a responsible, efficient, ethical, and legal manner.

ACCEPTABLE USE POLICY AND AGREEMENT

These technologies are provided as a privilege to the user. This Acceptable Use Policy and Agreement describes the school's expectations and the responsibilities of each user.

Access

As part of Francophone Charter School's educational program, users will have the opportunity to use networked computers, which are connected to the Internet, email, and personal and shared folders. While the School uses a "filter" to help prevent the accessing of inappropriate content and websites, the School cannot guarantee the accuracy of the information or the appropriateness of any material that a user may encounter.

Supervision

Teachers shall supervise students while using on-line services at the school site, and may have teaching assistants and volunteers assist in this supervision. Teachers will make their best effort to ensure that students are supervised while using on-line services. The Executive Director may establish guidelines and limits on their use.

User Responsibilities

Users must:

- Use the network in accordance with the school's code of conduct.
- Cite sources of information properly. Users must obtain the author's permission before placing copyrighted material on the system and may download copyrighted material for their own use only.
- Use the network only for purposes related to education. Commercial, political, and/or personal use unrelated to an educational purpose is strictly prohibited.
- Be courteous and respectful in their messages to others.
- Use appropriate language.

Users are prohibited from:

- Accessing, posting, submitting, publishing or displaying harmful matter or material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
- Degrading or disrupting equipment or system performance. Vandalism will result in the cancellation of user privileges and will be viewed as criminal activity under applicable state and federal law. Vandalism includes the intentional uploading, downloading or

creating of computer viruses and/or any malicious attempt to harm or destroy school equipment or materials or the data of any other user.

- Using the system to encourage the use of drugs, alcohol or tobacco, nor promoting unethical practices of any activity prohibited by law or school policy.
- Changing the data or trespassing into the account of another user. Users shall not read other users' mail or files, attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
- Gaining unauthorized access to resources or entities.

Users are expected to:

- Use only their account and password and keep their password private. Report to a teacher or administrator any unsolicited email, security problems, or information that makes them uncomfortable.
- Recognize that email and computer files are not guaranteed to be private. Francophone Charter School will make reasonable efforts to protect the electronic files of every user. However, a user's files may be reviewed, collected, and/or used by the school: (a) as required by law, (b) as part of system maintenance activity, (c) when there is reason to believe an account is being used improperly or illegally, or (d) with the permission of the account holder.
- Use the school address and phone number only. Students should refrain from revealing their image, home address or phone numbers, or those of other students or staff members.

Inappropriate Use

Each user is held responsible for his or her actions and activity on the network. Unacceptable uses of the network will result in the suspension or revoking of these privileges. The Executive Director shall make all decisions regarding whether or not a user has violated these regulations and may deny, revoke or suspend a user's access at any time. The decision of the Executive Director shall be final.

ACADEMIC POLICIES

Francophone Charter School's academic policies help to create a rigorous and supportive learning environment for students to become bilingual in French and English. Instructional strategies are aligned with the school's mission and provide for a diverse range of learning styles to meet the needs of the student population.

FRENCH IMMERSION

Francophone Charter School's immersion program means that students spend the majority of their day surrounded by the French language, spoken and in writing. For students who do not speak French at home, parent(s)/guardian(s) should expect that their student will progress through several natural stages of language acquisition, supported and reinforced by teachers and staff. Initially, students are asked to listen attentively even when they may not fully understand what is being said; during this first phase, they may respond in English. Then, students may be reluctant to speak in French, even though they understand what is being said. Eventually, students will be able to speak in French with increasing ease and accuracy. We expect and encourage students to begin speaking French by the second semester they are enrolled, though this initial transition period may take a few months to a year depending on the student. Students' ability to read and write in French will grow gradually, behind their speaking ability.

ACADEMIC INTEGRITY

Academic integrity is expected of all Francophone Charter School students. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Students are expected to deny all requests to copy from their own work.

Consequences for Violating Academic Integrity

- All test papers, quizzes, or assignments will be taken from the student(s) violating the policy
- A student found cheating may receive, at the discretion of the teacher, a failing grade for the test, quiz, or assignment
- Parents will be notified and a parent conference will be arranged if the teacher deems it necessary
- The Executive Director will be notified
- An incident of cheating and/or plagiarism will result in removal from any academic recognition opportunities for that semester
- Repeated violations or a single serious violation may lead to more serious disciplinary actions

SCHOOL BOOKS AND MATERIALS

Students are responsible for all books and learning materials issued to them. Families may be asked to cover the cost of replacement for unusual wear, damage to or loss of books and learning materials.

HOMEWORK

Parents and other family members are expected to support the School's instructional goals by encouraging their children's focus on learning and achievement. Accordingly, parents and other family members should regularly show interest in their child's school work, read to their children, and ask about what they learned at school.

Homework can be an important part of a student's education. Homework assignments are designed to be an extension of and an opportunity to practice what students have already learned in class and may be assigned occasionally.

The school staff and families will work together to develop strategies to help non-Francophone families support their child with his/her learning, including:

- Worksheet instructions in both English and French;
- Vocabulary lists in French;
- Information about online resources.

COMMUNICATION WITH FAMILIES ABOUT STUDENT ACADEMIC PROGRESS

To facilitate communication between families and teachers about students' behavioral and academic growth and challenges, the School provides the following formal opportunities for reporting and discussion. Please see the School's Communication Guidelines for an outline of additional expectations regarding communications:

- *Report cards*: Standards-based report cards will be mailed home at the end of each semester (2 per year). Progress reports will be sent home at the end of the 1st and 3rd quarters.
- *Parent/Teacher conferences*: Twice each year the school will hold conferences for parents, guardians and students to discuss student progress and plan ways to best support the student. At the Conference, parents/guardians will be informed about both their individual student's and the School's achievement progress. Families and teachers will discuss individual student achievement, progress towards grade-level promotion, and performance on state assessments (if applicable). They can also ask questions about any of the assessments and their student's scores.
- *School electronic weekly update*: The school will send a newsletter to parents/guardians to provide information about upcoming events and activities. This newsletter will also be available on paper at the school office.
- *Teacher weekly blog/newsletter*: Each teacher will communicate with parents/guardians weekly in a blog or newsletter.
- *Email*: All staff members have email addresses (please see the school's website for individual email addresses) and will make their best effort to respond to any parent inquiries within 48 hours. Because teachers spend most of the school day with their attention completely focused on the students in front of them, email is the best method for contacting teachers.

- *Phone:* Parents/Guardians can also expect to receive periodic voicemail or text messages from the school.
- *Meetings by appointment:* Every staff member is available to meet with families; parents/guardians can make appointments by sending an email or calling the school. Short drop-in conversations before and after school are also possible, although appointments are strongly recommended.
- *Mandated communications:* Parents of English Learners will also receive mandated communications on reclassification per Title III through annual CELDT testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. The School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of non-disabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section that are provided to all students.
- *School Accountability Report Card:* As required by law, Francophone Charter School will publish student results annually through the School Accountability Report Card ("SARC"). The report includes pertinent facts and data about the School and will be made available to the public.

Parents/guardians are strongly encouraged to address questions and concerns directly to the staff member who has had the most direct contact with the student or situation – usually the teacher. If the concern is not resolved to either party's satisfaction, either the family or staff member may request that the Executive Director become involved. Serious concerns that are unable to be resolved by school site staff should be brought to the attention of the Board via the Uniform Complaint Process, described in this Handbook.

California English Language Development Test (CELDT)

The CELDT is given to students whose primary language is not English. They take the CELDT when they first enroll in school and each year after that until school officials determine that they have become English proficient. The CELDT evaluates a student's ability to listen, speak, read, and write in English.

FIELD TRIPS

Field trips are important for connecting students with their surrounding community, and engaging them in the learning process in new and different ways. Francophone Charter School families can expect students to go on a few field trips each year. In many cases, families will be asked to volunteer to provide additional adult supervision or transportation. As discussed above, volunteers who may be outside of the direct supervision of a credentialed employee (e.g. drivers on field trips; 1:1 tutors) are required by law to be fingerprinted for a criminal background check. The Business Manager shall monitor compliance with this policy.

In advance of each field trip, the teacher(s) will ask parent(s)/guardian(s) to complete and return permission slips and make any necessary accommodations related to transportation, supplies, or student attire. In some cases, families may be asked to pay admission fees or other direct costs for field trips; however, no student will be excluded from a field trip because of lack of financial resources.

SPECIAL NEEDS

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

If you would like to know more about 504 Plans or other types of assistance that may be available to your student, please contact the Executive Director.

Special Education

Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of pupils with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A pupil shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)

The Student Study Team brings together the resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent/guardian, are present at the same time. The SST is an expression of the school's concern for students and provides a

supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

- Work with the student and parent to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- Work with the student and family if there are concerns that current academic performance or behavior could become more severe and result in poor academic performance or disciplinary problems
- Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- Student study teams are also established to fulfill requirements of current federal and state legislation. These laws require that:
 - Documentation of regular classroom intervention prior to referring a student for special education services.
 - Section 504 accommodation plans must be available for children not eligible for special education services but who qualify for services under Section 504. The multi-disciplinary SST allows it to address this need.

STUDENT COMPLAINTS

Notification

It is the intent of Francophone Charter School to integrate conflict resolution skills into the curriculum. In accordance therewith, students that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills without the intervention of a school employee. If, however, the student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Executive Director of the complaint if it cannot be resolved immediately at that level. Parents/guardians will be notified if necessary.

Students who have complaints against school personnel or programs may notify a teacher or Administrator. If a teacher, or any other staff member, is notified of a student complaint against school personnel or programs, the teacher shall notify the Executive Director.

Procedures

Depending upon the nature of a complaint, the pupil will be provided information concerning the applicable policy and procedures to be followed. For instance, if the complaint is one of sexual harassment or other discrimination, the student will be provided with a copy of the School's policy against harassment and discrimination and provided a complaint form and apprised of the procedures under the policy.

If Francophone Charter School has no specific policy or procedures for the particular complaint, the Administrator, or his/her designee, will undertake a responsible inquiry into the pupil's complaint to ensure it is reasonably and swiftly addressed. When appropriate a written statement of the pupil's complaint will be obtained from the student.

Confidentiality

Complainants will be notified that information obtained from the pupil and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

Administration will investigate student complaints appropriately under the circumstances and pursuant to the applicable procedures and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

UNIFORM COMPLAINT PROCEDURES

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Francophone Charter School of Oakland of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees.

Within this document there is information about how Francophone Charter School of Oakland processes UCP complaints concerning particular programs or activities in which we receive state or federal funding.

- A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful

discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity.

- A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Francophone Charter School of Oakland shall assist the complainant in the filing of the complaint.

Programs or activities in which Francophone Charter School receives state or federal funding are:

- Consolidated Categorical Aid Programs (Title I & II)
- Child Nutrition Programs
- Special Education Programs

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program

or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- 1) Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- 2) Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
- 3) Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH).
- 4) Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

SEXUAL HARASSMENT POLICY

Sexual harassment of or by any student or member of the Francophone Charter School staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at School and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or to another school staff member. The Investigator will promptly investigate all such incidents in a confidential manner.

CONFIDENTIALITY

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

NON-RETALIATION

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

RESOLUTION

The Administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



GENERAL INFORMATION

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

ALLEGATION(S)

Please indicate the allegation(s) below:

Employee /Applicant: Employment Discrimination/Harassment

- Age
- Sex
- Sexual Orientation
- Ethnic Group Identification
- Race
- Ancestry
- National Origin
- Mental / Physical Disability
- Religion
- Color
- Other
- Employee Complaint

Student

- Student Complaint (BP 5144, 5145.7)

Parent / Public

- Complaint Concerning Schools
- Complaint Concerning School Employee
- Discrimination in Programs
- Complaint Concerning Instructional Material

Parent / Public: Williams Case Complaint Concerning Deficiencies Related to:

Instructional Materials	<input type="checkbox"/> A pupil, including an English Learner, does not have standards-aligned textbooks or instructional materials or state-adopted textbooks or the required instructional materials to use in class. (EC 35186[e][1][A], T5CCR 4681)
	<input type="checkbox"/> A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials. (EC 35186[e][1][B], T5CCR 4681)
	<input type="checkbox"/> Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage. (EC 35186[e][1][C], T5CCR 4681)

	<input type="checkbox"/> A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage or textbooks or instructional materials. (T5CCR 4681)
Teacher Vacancy or Mis-assignments	<input type="checkbox"/> A semester begins and a teacher vacancy exists. (A position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (EC 35186[e][2][A], T5CCR 4682) <input type="checkbox"/> A teacher who lacks credentials or training to teach English Learners is assigned to teach a class with more than 20% English Learner pupils in the class. (EC 35186[e][2][B], T5CCR 4682) <input type="checkbox"/> A teacher assigned to teach a class for which the teacher lacks a subject matter competency. (EC 35186[e][2][C], T5CCR 4682)
Conditions of Facilities	<input type="checkbox"/> A condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior door or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate. (EC 17592.72, T5CCR 4683) <input type="checkbox"/> A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (EC 35292.5[a][1]) <input type="checkbox"/> The school has not kept restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restrooms is necessary for pupil safety or to make repairs. (EC 35292.5)

Person(s) Involved in Complaint	1.
	2.
Date of Occurrence:	____/____/____ Time: _____ Witness: _____
Ethnicity (if applicable):	Age (if applicable): _____ Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female

Describe the Specific Nature of the Complaint: (Include as much information you feel is necessary. Attach additional pages, if necessary.)

Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

Complainant's Requested Remedy:

Return complaints to:

Executive Director
Francophone Charter School
9736 Lawlor St, Oakland, CA 94605

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: Yes No

Signature: _____ Date: _____

UNIFORM COMPLAINT PROCEDURES SHALL BE AVAILABLE FREE OF CHARGE.

OFFICE USE ONLY	
Received By:	Date Received:



ACKNOWLEDGEMENT FORM

Please complete this Acknowledgment Form and return it to the office.

Student Name (Please Print)

Grade Level

Date of Birth

Our signatures below indicate that we have received and read the Francophone Charter School’s Student Family Handbook, and that we agree to follow the School’s policies as described in this document. We also understand that these policies are subject to change, and we will be notified of any changes.

Signature of Parent/Guardian

Date

Printed Name of Parent/Guardian

Date

Signature of Parent/Guardian

Date

Printed Name of Parent/Guardian

Date

OFFICE USE ONLY	
Received By:	Date Received: