Francophone Charter School of Oakland

2026-2027

School Handbook for Families and Students

2365 Coolidge Avenue, Oakland, CA 94601
Phone: (510)-746-0712
Email: contact@francophoneschool.org
Open 8:00 am - 2:45 pm regular school days
Open 8:00 am - 1:15 pm minimum school days

Table of Contents

GENERAL INFORMATION **5**
FROM THE LEADERSHIP TEAM 5
ABOUT OUR SCHOOL 6

GOVERNANCE 8
NONDISCRIMINATION STATEMENT 8
SCHOOL CALENDAR 11
BELL SCHEDULE 13
DROP OFF & PICK UP 16
FAMILY DIRECTORY 18
EMERGENCY CONTACT INFORMATION 18
BIRTHDAYS 19
VOLUNTARY WITHDRAWAL FROM FRANCOPHONE SCHOOL 19
INVOLUNTARY REMOVAL PROCESS 19
FAMILY AND COMMUNITY INVOLVEMENT 20
FRANCOPHONE CHARTER SCHOOL COMMUNITY (FCSC) 20
CONNECT WITH FCSC 20
PARENT AND FAMILY ENGAGEMENT POLICY 21
VOLUNTEERS AND VISITORS 21
NOTICE OF POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY 27
ATTENDANCE, CONDUCT AND BEHAVIORAL EXPECTATIONS 30
ATTENDANCE 30
LOW ATTENDANCE RECOVERY OPTION 34
SCHOOL CLIMATE 37
FOSTERING POSITIVE BEHAVIOR 38
GUIDING PRINCIPLES 38
BEHAVIOR EXPECTATIONS 38
RESTORATIVE PRACTICES 39
DISCIPLINE 39
SUSPENSION AND EXPULSION 39
PBIS IN THE CLASSROOM 39
CODE OF CONDUCT 40
PERSONAL ELECTRONIC DEVICES 41
TOYS AT SCHOOL 41
SMOKE-FREE ZONE 41
ALCOHOL 41
DRUGS 41
DANGERS OF SYNTHETIC DRUGS 41
DRESS CODE 42
ACCEPTABLE USE OF TECHNOLOGY POLICY AND AGREEMENT 43
LOST OR DAMAGED SCHOOL PROPERTY 44
PROFESSIONAL BOUNDARIES: ADULT/STUDENT INTERACTION POLICY 45
INSTRUCTIONAL PROGRAM 48
FRENCH IMMERSION 48
ACADEMIC INTEGRITY 49
SCHOOL BOOKS AND MATERIALS 49
HOMEWORK 49
COMMUNICATION WITH FAMILIES ABOUT STUDENT PROGRESS 50
FIELD TRIPS 50
PROMOTION, RETENTION, AND ACCELERATION 51
BASC (BEFORE AND AFTER SCHOOL CARE) 56
ANIMAL DISSECTIONS 56
AVAILABILITY OF PROSPECTUS 57
CALIFORNIA HEALTHY KIDS SURVEY 57
SEXUAL HEALTH EDUCATION 57
STATE TESTING 58
SURVEYS ABOUT PERSONAL BELIEFS 58

TEACHER QUALIFICATION INFORMATION 58
WORK PERMITS 59
SPECIALIZED PROGRAMS 59
ENGLISH LEARNERS 59
SECTION 504 59
SPECIAL EDUCATION 60
STUDENT STUDY TEAM (SST) 60
EDUCATION OF FOSTER AND MOBILE YOUTH 61
EDUCATION OF CHILDREN AND YOUTH OF FAMILIES IN TRANSITION 65
STUDENT HEALTH AND WELLNESS 68
IMMUNIZATIONS 68
DIABETES 71
CANCER PREVENTION ACT 72
PHYSICAL EXAMINATIONS AND RIGHT TO REFUSE 72
PROOF OF DENTAL EXAM 72
ILLNESS AND INJURY 73
STUDENT MEDICATION 74
BEFORE AND AFTER SCHOOL SAFETY 75
PREGNANT AND PARENTING STUDENTS 75
SAFE STORAGE OF FIREARMS 76
SCHOOL BUS AND PASSENGER SAFETY 76
SCHOOL SAFETY PLAN AND ASBESTOS MANAGEMENT PLAN 77
STUDENT SEARCH AND SEIZURE 77
HUMAN TRAFFICKING PREVENTION 77
MENTAL HEALTH SERVICES 78
CHILD ABUSE REPORTING 79
NUTRITION AND SCHOOL LUNCH 79
STUDENT AND FAMILY RIGHTS AND COMPLAINT PROCEDURES 82
STUDENT RECORDS, INCLUDING RECORDS CHALLENGES AND DIRECTORY INFORMATION 82
USE OF STUDENT INFORMATION LEARNED FROM SOCIAL MEDIA 86
GENERAL COMPLAINTS 86
UNIFORM COMPLAINT PROCEDURES 87
TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX 90
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM 100
HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY 101
HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM 108
APPENDIX 109
STUDENT HANDBOOK ACKNOWLEDGMENT 109
VOLUNTEER APPLICATION 110
VOLUNTEER CONFIDENTIALITY AGREEMENT 113

GENERAL INFORMATION

FROM THE LEADERSHIP TEAM

On behalf of everyone at Francophone Charter School of Oakland, we want to welcome you to our community. Whether you are returning or joining us for the first time, our team looks forward to working with you to make this an outstanding school year for our students!

Thanks to each of you for supporting our mission to provide a dual-language immersion program to a diverse group of students, with the collective goal of developing bilingual, bi-literate global citizens who are open-minded and value intellectual curiosity, personal integrity, and creativity.

The purpose of this handbook is to:

1. Help you plan for the school year
2. Inform you of school policies and procedures

Please save this handbook for your reference throughout the year.

If you have suggestions or feedback about this handbook, please don't hesitate to contact me or to email the school team at contact@francophoneschool.org. Once again, welcome to the 2026-2027 school year!

Claudia Lee, Executive Director
Kailly Chai, Director of Operations
Christophe Viret, School Principal
Nicholas Broussard, Dean of Instruction
Minda Glynn, Director of Student Services
Erika Cardona, Director of Before and After Care

ABOUT OUR 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 opened in the fall of 2015, serving students in transitional kindergarten through third grades with a unique French language immersion program. Since that time, thanks to the dedicated families and visionary educators who laid the foundation in our charter, the school has grown by one grade each year, with our first cohort of eighth graders graduating in June 2021.

Our immersion model is informally known as "90/10" in kindergarten, first, and second grades, "70/30" in third, fourth, and fifth grades, and "50/50" in middle school (6th-8th grades). Kindergarteners are immersed in French almost exclusively; 90% of instructional time is taught in French. At each grade level, the amount of English instruction increases, ensuring that students are prepared for California state standardized testing (conducted in English) and for rigorous secondary experiences in languages and schools of their choice.

Our charter was reauthorized by Oakland Unified School District for another five year term in 2019. It was then extended for 3 more years after the Pandemic.

The school serves families in Oakland and other cities in Alameda County and is open to all residents of California.

Vision

We are an inclusive learning community that empowers children to be compassionate global citizens.

Mission

The mission of the Francophone Charter School of Oakland is to provide a dual immersion curriculum in order to develop a diverse bilingual and bi-literate community of students.

Our vision helps us achieve our mission within and outside our curriculum, and guide our school, teaching and student life at the FCSO.

Priorities and Outcomes

Academic Excellence

The Francophone's diverse students achieve outstanding academic outcomes, develop bilingual & biliterate proficiency, global perspectives, and acquire the essential knowledge, skills, and mindsets necessary to thrive in high school, college, careers and life.

Equitable and Inclusive Culture

Francophone is a flourishing, inclusive community anchored in loving relationships where all students and staff feel belonging for all of their identities and students are empowered to play critical roles in their education and in their communities.

Financial and Operational Sustainability

Francophone's future is secure. It sustains year-over-year positive operating incomes, achieves enrollment and attendance targets, and carries out a plan to secure long-term facility stability.

School Values

Belonging

We are one community, showing compassion and welcoming all.

Respect

We acknowledge and appreciate each other by treating everyone and our environment with care and dignity.

Integrity

We are honest because it brings out the best in us.

Joie de Vivre

We joyfully embrace life and learning every day.

Excellence

We expect and strive to do our best in everything we do.

ABOUT CHARTER SCHOOLS

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.

Just like public schools, we are funded through a system called “Average Daily Attendance”. This is calculated by the number of days a student attends the school divided by the number of school days offered in the regular school year. This means that Francophone receives funding for students *attending* school, not students *enrolled* in school. **Students attending school consistently and on time are crucial for our school’s financial, operational, and academic health.**

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.

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. The parents and families of Francophone Charter School students are represented by an elected Board member according to the Board’s bylaws.

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.

NONDISCRIMINATION STATEMENT

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Charter School does not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources or school and recreation facilities and resources that support or enable these programs.

The Charter School Board of Directors ("Board") shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Instruction and instructional materials shall be factually accurate and align with the adopted curriculum and standards and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. A teacher shall not give instruction and Charter School shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or pursuant to a characteristic listed in Section 220. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group. Members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. The Board shall take corrective action if it finds that instruction or school-sponsored activities are discriminatory.

The Board shall not adopt or approve the use of any textbook, instructional material, professional development materials, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220, or if the professional development materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a pupil to unlawful discrimination pursuant to Section 220.

If the Board knows or has reason to know that materials were used in a classroom, that professional development materials or services were used, or that an action occurred that violated Education Code section 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and

suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Claudia Lee
Executive Director
2365 Coolidge Avenue
Oakland, CA 94601

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

SCHOOL CALENDAR

Francophone Charter School of Oakland

2026 - 2027 School Calendar

July 2026

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

8/3-8/7: New Teachers' Institute
8/10-8/18: Returning Teachers' Institute
8/19: First Day of School (minimum day)
7 days / 2 half days

September 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9/7: Labor Day
9/18: PD Day/No School
15 days / 5 half days

October 2026

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10/9: Teacher PD Day/No School
10/12: Indigenous Peoples' Day
16 days / 4 half days

November 2026

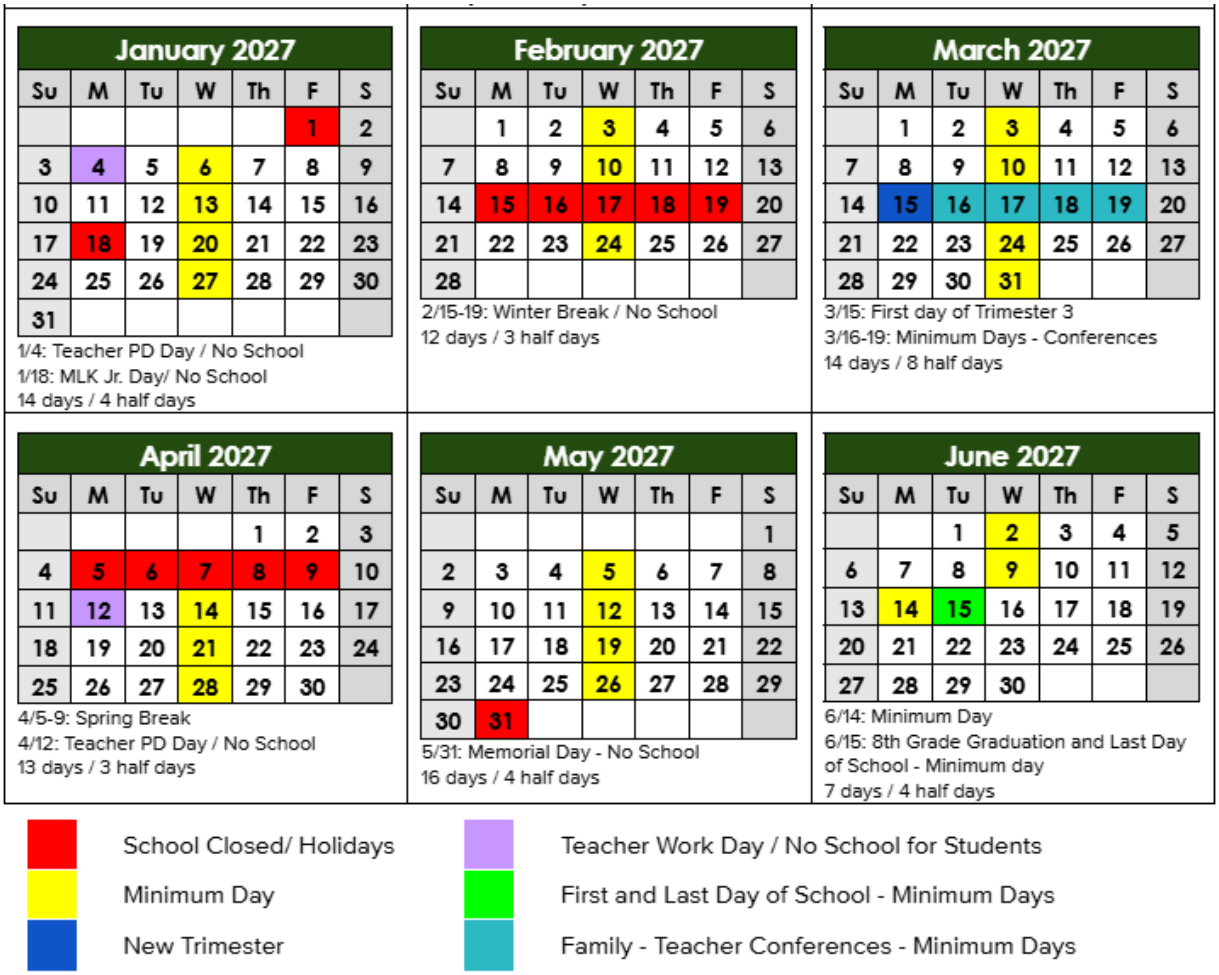
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11/11: Veterans' Day
11/16: First day of Trimester 2
11/17-11/20: Minimum Days - Conferences
11/23-11/27: Fall break/No School
10 days / 5 half days

December 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

12/21-12/31: Winter Break
11 days / 3 half days


January 2027
Su M Tu W Th F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31
1/4: Teacher PD Day / No School
1/18: MLK Jr. Day/ No School
14 days / 4 half days
February 2027
Su M Tu W Th F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28
2/15-19: Winter Break / No School
12 days / 3 half days
March 2027
Su M Tu W Th F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31
3/15: First day of Trimester 3
3/16-19: Minimum Days - Conferences
14 days / 8 half days
April 2027
Su M Tu W Th F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30
4/5-9: Spring Break
4/12: Teacher PD Day / No School
13 days / 3 half days
May 2027
Su M Tu W Th F S
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31
5/31: Memorial Day - No School
16 days / 4 half days
June 2027
Su M Tu W Th F S
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30
6/14: Minimum Day
6/15: 8th Grade Graduation and Last Day of School - Minimum day
7 days / 4 half days
School Closed/ Holidays
Minimum Day
New Trimester
Teacher Work Day / No School for Students
First and Last Day of School - Minimum Days
Family - Teacher Conferences - Minimum Days

BELL SCHEDULE

Bell Schedule, Grades TK-K

Regular School Days:

Time	Activity	Location
7:30 am - 8:15 am	Before Care (breakfast starts at 7:45 am and ends at 8:10 am)	Cafeteria (Room 300)
8:15 am - 8:30 am	Arrival Period (breakfast ends at 8:25 am)	N/A
10:20 am - 10:35 am	K Recess	Playground
10:40 am - 11:00 am	TK Recess	Playground
12:10 pm - 12:30 pm	TK Recess	Playground
	K Lunch	Cafeteria (Room 300)
12:35 pm - 12:55 pm	TK Lunch	Cafeteria (Room 300)
	K Recess	Playground
2:35 pm - 2:45 pm	Dismissal Period	N/A
2:35 pm - 6:00 pm	After-School Care	N/A

Minimum Days:

Time	Activity	Location
7:30 am - 12:55 pm	Regular day schedule - see above	N/A
1:05 pm - 1:15 pm	Dismissal Period	N/A
1:05 pm - 6:00 pm	After-School Care	N/A

Bell Schedule, Grades 1 - 2

Regular School Days:

Time	Activity	Location
7:30 am - 8:00 am	Before Care (breakfast starts at 7:45 am)	Cafeteria (Room 300)
8:00 am - 8:15 am	Arrival Period	N/A
10:00 am - 10:15 am	1st & 2nd Grade Recess	Playground
11:20 am - 11:40 am	1st Grade Lunch	Cafeteria (Room 300)
	2nd Grade Recess	Playground
11:45 am - 12:05 pm	2nd Grade Lunch	Cafeteria (Room 300)
	1st Grade Recess	Playground
2:35 pm - 2:45 pm	Dismissal Period	N/A
2:35 pm - 6:00 pm	After-School Care	N/A

Minimum Days:

Time	Activity	Location
7:30 am - 12:55 pm	Regular day schedule - see above	N/A
1:05 pm - 1:15 pm	Dismissal Period	N/A
1:05 pm - 6:00 pm	After-School Care	N/A

Bell Schedule, Grades 3 - 8

Regular School Days:

Time	Activity	Location
7:30 am - 8:00 am	Before Care (breakfast starts at 7:45 am)	Cafeteria
8:00 am - 8:15 am	Arrival Period (breakfast ends at 8:10 am)	N/A
9:45 am - 10:00 am	3rd Grade Recess	Blacktop
10:05 am - 10:20 am	Middle School Recess	Blacktop
10:25 am - 10:40 am	4th & 5th Grade Recess	Blacktop
11:20 am - 11:40 am	3rd Grade Lunch	Cafeteria
	Middle School Recess	Blacktop
11:45 am - 12:05 pm	Middle School Lunch	Cafeteria
	3rd Grade Recess	Blacktop
12:10 pm - 12:30 pm	4th Grade Lunch	Cafeteria
	5th Grade Recess	Blacktop
12:35 pm - 12:55 pm	5th Grade Lunch	Cafeteria
	4th Grade Recess	Blacktop
2:35 pm - 2:45 pm	Dismissal Period	N/A
2:35 pm - 6:00 pm	After-School Care	Cafeteria

Minimum Days:

Time	Activity	Location
7:30 am - 12:55 pm	Regular day schedule - see above	N/A
1:05 pm - 1:15 pm	Dismissal Period	N/A

2:35 pm - 6:00 pm	After-School Care	N/A

DROP OFF & PICK UP

Francophone Charter School of Oakland encourages students and families to consider and use multiple forms of transportation to travel to and from school. We have designed the following drop-off and pick up procedures to ensure that students can safely and efficiently access and exit the campus at the start and end of each school day.

Drop-Off and Pick Up Times and Location

1. Standard drop off times for 1st through 8th Grade are 8:00am – 8:15am.
2. Standard drop off times for TK and K are 8:15 am - 8:30 am.
3. Standard pick up times for all students are 2:35 pm - 2:45 pm.

On-Time AM Rolling Drop-Off (8:00 am - 8:30 am)

1. AM Rolling Drop-Off is open and available to families between 8:00 am – 8:30 am. Before and after this time, families must use Park and Walk Procedures described below.
2. Drivers must perform a rolling drop-off on Coolidge Avenue between 8:00 am and 8:30 am. Staff members will be present to assist students.
3. Drivers only dropping off students in TK-2nd Grade must drop students off on the east (Lower Campus) side of Coolidge Avenue.
4. Drivers only dropping off students in 3rd-8th Grade must drop students off on the west (Upper Campus) side of Coolidge Avenue.
5. Drivers dropping off students attending school on both sides of the street may drop students off on either side.
6. Vehicles are to enter the TK-2nd Grade drop-off zone on the east side of Coolidge Avenue by turning off of Foothill Blvd. onto Coolidge Avenue towards the school.
7. Vehicles are to enter the 3rd-8th Grade drop-off zone on the west side of Coolidge Avenue by turning off of Logan Street onto Coolidge Avenue towards the school.
8. The drop-off zones will be clearly marked with cones and signs that must be followed at all times.
9. Students should exit the vehicle in the cone zone drop-off area from the passenger side ONLY.
10. Make sure to stay in the right lane of the drop-off area until the students have safely made it onto the sidewalk with the vehicle doors closed.
11. Signal and merge to slowly and safely move to exit the school designated drop off area. Please support our staff and community members by continually moving forward to accommodate more vehicles.
12. After safely pulling out of the eastern (Lower Campus) drop off zone, drivers are to proceed on Coolidge Avenue, followed by a left on Hyde Street and the next left onto 34th Avenue.

13. After safely pulling out of the western (Upper Campus) drop off zone, drivers are to proceed on Coolidge Avenue, followed by a right on 23rd Street and an ensuing turn onto Fruitvale Avenue.
14. During AM Rolling Drop-Off times, the main gates on either side of Coolidge Avenue will be unlocked and open for all students and families arriving to campus on foot, bicycle, or other mode of non-motorized transportation.
15. Drivers using Rolling Drop-Off may not leave their vehicles, block neighbor driveways, or make u-turns within a 3-block radius of the campus.
16. Students are only to be dropped off in the Drop-Off zone. If the Drop-Off zone is not available, drivers must use Francophone's Park and Walk Procedures.
17. Students and parents are to enter and exit campus through the gate on the appropriate side of Coolidge Avenue (east side for grades TK-2; west side for grades 3-8).

Early Drop-Off Park and Walk Drop-Off Procedures (Before 8:00 am)

1. Drivers arriving before 8:00 am will need to follow park and walk procedures.
2. Drivers may carefully park in the designated Park and Walk spaces on Coolidge Avenue for drop off (please be mindful to avoid blocking the driveways of our neighbors at ALL times).
3. Drivers will walk with students to enter the school, and check students in at the Cafeteria on the appropriate side of the street.
4. Students in <u>all</u> grades must be accompanied by an adult or designated person to and from campus.
5. When pulling away from a parking spot, drivers are advised to check mirrors and blind spots prior to moving their vehicle. Drivers should proceed with extra caution, maintaining a slow speed. Drivers may not make U-turns within a 3-block radius of the campus.

Late Park and Walk Drop-Off Procedures (After 8:30 am)

1. Drivers arriving after 8:30 am will need to use Park and Walk Procedures to escort students into the office, ensure they are checked into the care of the school staff and provide a reason for the late arrival to be documented by the office.
2. Drivers may carefully park in any legal and available parking space on Coolidge Avenue for drop off (please be mindful to avoid blocking the driveways of our neighbors at ALL times).
3. Drivers will walk with students to enter the school, and check students in at the front office on the appropriate side of the street.
4. Students in <u>all</u> grades must be accompanied by an adult or designated person to and from the office.
5. When pulling away from a parking spot, drivers are advised to check mirrors and blind spots prior to moving their vehicle. Drivers should proceed with extra caution, maintaining a slow speed. Drivers may not make U-turns within a 3-block radius of the campus.
6. When crossing streets, students and parents are to use designated crosswalks at all times.

Park and Walk Pick-Up Procedures

1. The student release period at Francophone Charter School of Oakland is 2:35 pm - 2:45 pm.
2. All Francophone students must have a current Dismissal Information Form from parents on file in the office that designates each students' end of day release plan including who the student may be released to. Please note that single day special arrangements may be made by contacting the office. More permanent changes to these plans should be made in writing to the office.
3. Teachers will retain end of day release information for each student on a clipboard and will keep daily records of student dismissal and release.
4. During the dismissal period, teachers will walk students to their designated line spot on the yard where students will be released only to parents/guardians or other authorized adults.
5. In order to ensure a safe and orderly pick-up period, students must remain within 10 feet of their parent/guardian or other authorized adults at all times and should make every effort to promptly exit campus.
6. Administrators, staff, and teachers will be occupied monitoring safety procedures during pick up and drop off, and will be unavailable for informal or formal conferencing during this time. Families are encouraged to make appointments or use open office hours outside.
7. Students who have not been picked up by the end of the dismissal period will be asked to call home to be picked up. If this occurs multiple times, the family will be contacted and asked to work with the school to develop a solution, such as enrollment in After-School Care.
8. Drivers may carefully park in any legal and available parking space on Coolidge Avenue for pick-up (please be mindful to avoid blocking the driveways of our neighbors at ALL times). Drivers will walk to enter the school, and teachers will hand students off to them.
9. Students in all grades must be accompanied by an adult or designated person when leaving campus.
10. When crossing streets, students are to use designated crosswalks at all times.
11. When pulling away from a parking spot, drivers are advised to check mirrors and blind spots prior to moving their vehicle. Drivers should proceed with extra caution, maintaining a slow speed. Drivers may not make U-turns within a 3-block radius of the campus.

FAMILY DIRECTORY

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 Parent Square.

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.*

BIRTHDAYS

Birthdays are exciting events for students and can be excellent opportunities for building a sense of community. Student birthdays will be celebrated within the classroom at the discretion of the teacher. Details will be determined by the classroom teachers and communicated to families. Guidelines for teachers are as follows:

- Student birthdays will be celebrated once a month with summer birthdays celebrated in June.
- The classroom teacher will determine the date and the type of celebration that is most suitable for the class and, as needed, seek the room parent's support.
- Food is at the discretion of the classroom teacher and must be nut-free, in addition to being accessible to students with food allergies in the class.
- Room parents may post a sign up sheet inviting parents to volunteer the day of, and bring treats for the class and will specify any other allergens, in addition to nuts, to avoid.
- Please: no candles, candy, balloons or gifts. We encourage store bought foods with ingredients clearly listed to help avoid accidental cross-contamination that can more easily happen in home kitchens.

VOLUNTARY WITHDRAWAL FROM FRANCOPHONE SCHOOL

If you are withdrawing your student from school, please fill out the Withdrawal Form in the office, return any school curriculum and books to the office, and collect all your child's belongings from the classroom. You may also email contact@francophoneschool.org to request the Withdrawal Form.

INVOLUNTARY REMOVAL PROCESS

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

FAMILY AND COMMUNITY INVOLVEMENT

FRANCOPHONE CHARTER SCHOOL COMMUNITY (FCSC)

The FCSC is Francophone's family organization, similar to a Parent Association. The purpose of the FCSC is to:

- Support the mission of the school by promoting open communication among families, teachers, and administrators;
- Encourage and support volunteerism and family involvement in school activities;
- Promote school and community partnerships that support the mission of the school; and
- Support the school's fundraising efforts.

CONNECT WITH FCSC

The FCSC welcomes your communication and partnership. Please connect with us on Parent Square, at our monthly meetings, and by getting involved.

The FCSC holds regular meetings open to all parents and legal guardians who will be responsible for electing a five-person governing board consisting of a President, Vice-President, Communications Secretary, and a Treasurer.

The FCSC coordinates many committees each year and provides various ways for families to

contribute and be involved in the life of the school.

PARENT AND FAMILY ENGAGEMENT POLICY

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

VOLUNTEERS AND VISITORS

Francophone Charter School starts with you! Parent and volunteer involvement can make a *good* school a truly *great* school. At Francophone, there are many ways that family and community members can participate and contribute. We seek to find a match for every volunteer based on their availability, skills, and interests.

Definition of Volunteers & Volunteer Opportunities

Volunteers are individuals who donate their time, without financial compensation, to benefit their communities. The volunteer participation may occur in a classroom setting during the school day or outside the school setting as part of an extracurricular activity in which the volunteer has direct contact with students. *A person who comes to the school for a one-time special event, such as a guest speaker, presenter, or visitor is considered a guest and they do not complete a volunteer application.* School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law. All volunteer work is done under the direction of the Instructional leader, Executive Director, or Principal. Volunteers must comply with the sign-in procedures at the school site. Volunteers do not receive compensation, benefits or worker's compensation.

Volunteer Opportunities include:

- Classroom assistance
- School/classroom events like career fairs and field trips
- Before and After School Care (BASC) programs
- Non-classroom (recess, lunch recess, etc.) assistance

Volunteer Requirements

All volunteers are required to complete a “School Volunteer Application Form” and be screened for tuberculosis, a criminal background check (live scan).
Acceptance as a volunteer is based on factors including, but not limited to:

- No record of a serious or violent felony conviction (pursuant to Ed Code 45122.1) or requirement to register as a sex offender under California law (Penal Code 290)
- Live Scan fingerprinting, with clearance from Department of Justice (forms and information available in the school office)
- A completed “School Volunteer Application Form” on file
- Tuberculosis (TB) Clearance (TB test can be requested from your healthcare provider.)
- Positive attitude; interest in and enthusiasm for working with children
- Ability to work cooperatively with school personnel and participate regularly
- Good communication skills, moral character, dependability, health and personal hygiene.

Suggestions for Making Your Volunteer Experience Successful

The following are suggestions that should prove helpful in developing a successful partnership with Francophone Charter School of Oakland students and staff.

1. Meet with the instructional leader before you start and always refer to them in case of any doubt or need for direction
2. Always maintain a professional relationship with parents and never discuss another student or staff issues.
3. Volunteers are placed with teachers or other staff members who have requested volunteer assistance. Some have specific roles and tasks for their volunteers, while others identify those tasks on an as-needed basis
   a. Ask questions if you are unclear about something
   b. Keep communication open
4. Get to know the school grounds
5. Know the location and phone number of the school office
6. Know the location of important rooms such as the office, restrooms, staff lounge, etc.
7. Find out where to park
8. If volunteering in a classroom, spend some time observing the class. Become familiar with classroom routines
9. Identify location of supplies and materials within the classroom
10. If volunteering on the playground, spend some time observing students. Be well informed of the playground expectations, if you are unsure, ask a staff member
11. Establish positive relationships with the students
    a. Be friendly; let them know you are glad to be here!
    b. Be encouraging to students

12. If you are experiencing some problems with your placement, try to resolve them first with the teacher or staff member with whom you are working. If you need more assistance with your problem, please contact the Director of School or the Executive Director.
13. Be punctual. In the event that you must be absent, please notify the teacher or staff member as soon as possible.
14. Sign in and out upon your arrival and departure in the main office
15. Wear your nametag or school badge throughout your stay on campus. This badge or name tag will help students; staff and other volunteers recognize that you are a volunteer on campus
16. Remember that you are a role model for students and the school community
17. Remember that a volunteer is not a teacher or a teacher's aide, not a therapist or a counselor, but first of all a friend who accepts the students as they are
18. Feel free to ask questions about programs, policies, materials and supplies. Talk to the Director about any difficulties at appropriate times, not in front of students or parents.
19. Learn the names of students
20. Help students tackle their work but do not do their work for them. If they get off-track, help them get back on in a tactful manner.
21. Work at the student's level; sit or stand with him/her. Show your interest and involvement
22. Speak in a positive manner to students; point out the things they have done right and the things they do well
23. Remind students of appropriate behavior if they are disruptive. Remember though that corrective discipline is the responsibility of the teachers, counselors and instructional leaders

24. When the teacher/staff member first orients you, the following should be discussed:
    a. Days and time to work in classrooms/on campus
    b. Procedures for you and staff member to be in communication
    c. Alternate plans for the days when the teacher or staff member is absent
    d. How you will be told of the day's assignment (folder, note, etc.)
    e. What name the students will call you
    f. Teachers' own classroom management
    g. Where to leave your personal belongings
    h. Where the lounge and adult restrooms are located

School Volunteer Procedures/Checklist

Procedures for all volunteers are as follows:

- □ Fill out Volunteer Application Form
- □ Provide a valid state issued driver's license/ID Card or Social Security Card
- □ Read and sign Volunteer Agreement Form
- □ Read and sign Volunteer Confidentiality Agreement
- □ Agree and provide a Criminal Background check with Live-Scan

□ Provide a Tuberculosis Clearance form

Procedures for Returning Volunteers

Returning volunteers that have tested negative must have on file with the school a certificate showing that within the last four years, the person has been examined and has been found to be free of communicable tuberculosis in accordance with Education Code 49406. (Education Code 45106, 45347, 45349, 49406 & Health and Safety Code 121545)

All returning volunteers shall complete a new application each school year and will need to re-do the criminal history check.

VOLUNTEER REQUIREMENTS

Tuberculosis 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 own medical provider or go to the website for the Alameda County Public Health Department (www.acphd.org) for a list of clinics. You may also contact the Berkeley Free Clinic, located 2339 Durant Avenue, Berkeley, CA 94704, at (510) 548-2570.

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 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 airbags 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.

Visitation

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents/guardians seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Executive Director or designee.

2. All visitors (including volunteers) shall register in the Visitors Logbook and obtain a visitor's badge from the main office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide their name, address, age (if under 21), their purpose for entering school grounds, and proof of identity.

3. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.

4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. Charter School reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

5. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Charter School, consistent with the law. The Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

6. Except for unusual circumstances, approved by the Executive Director, Charter School visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

7. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Executive Director's written permission.

8. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Logbook in the main office.

Limitations of Volunteering or Visitation

1. The Executive Director or designee may seek the assistance of the police in managing or reporting any visitor or volunteer in violation of this Policy.

2. The Executive Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

3. The Executive Director may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities. Any visitor who is directed to leave by the Executive Director or designee will not be permitted to return to the Charter School campus for at least seven (7) calendar days.

4. The Executive Director or designee may withdraw consent to be on campus for up to fourteen (14) calendar days even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Charter School's orderly operation. Consent shall be reinstated whenever the Executive Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school campus. The person from whom consent has been withdrawn may submit a written request for a hearing with the Board President on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The Executive Director shall grant such a hearing not later than seven (7) calendar days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

5. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if the visitor

reenters the school without following the posted requirements the visitor will be guilty of a misdemeanor.

6. This Policy does not authorize Charter School to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Posted Notifications

At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, the visitor will be guilty of a misdemeanor, which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, any visitor whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.

3. Disruptive conduct may lead to Charter School's pursuit of a restraining order against a visitor, which would prohibit the visitor from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

NOTICE OF POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY

This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main office and at 2365 Coolidge Avenue, Oakland, CA 94601

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the school site administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan

- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available HERE.

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator**: https://locator.ice.gov/odls#/search
- **Legal Assistance**: California organizations accredited by Board of Immigration Appeals at https://www.justice.gov/eoir/recognition-accreditation-roster-reports; Self-Help Centers at http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- **Consulates/Embassies**: Contact your country of origin's consulate for assistance

ATTENDANCE, CONDUCT AND BEHAVIORAL EXPECTATIONS

ATTENDANCE

Regular attendance at school is important for every student for the following reasons:

- Students need to be in class to learn.
- The teaching-learning process builds on lessons previously taught.
- Lessons often involve French language immersion and interactive and hands-on activities which cannot be duplicated with paper and pencil assignments outside of class.
- Students who miss a day of school suffer because that day of instruction cannot be retrieved.
- Students develop the habits of good attendance and punctuality for future careers.
- School funding is dependent on student attendance.

For more information about the importance of school attendance, please see:
Help Your Child Succeed in School: Build the Habit of Good Attendance Early

Absence / Attendance Procedures for Families

Reporting Absences: Guardians, you must send a note, e-mail, or call the school office to report your child's absence. Please include four pieces of information:

1. The child's first and last name
2. The child's grade level
3. The date(s) and/or times of the absence - *if you are picking up your child from school early for a planned absence, please notify us of the time we should expect you.*
4. The reason for the absence

Excused Absences

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health

2. Quarantine under the direction of a county or city health officer.

3. Medical, dental, optometric, or chiropractic appointments:

    a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

5. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

    a) To access services from a victim services organization or agency.

    b) To access grief support services.

    c) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

    Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Participation in religious instruction or exercises as follows:

    a. The student shall be excused for this purpose on no more than four (4) school days per month.

7. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).

8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

9. Attendance at the student's naturalization ceremony to become a United States citizen.

10. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

11. Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

12. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

13. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

14. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

15. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
    a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
    b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

16. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
    a. Appearance in court.
    b. Observance of a holiday or ceremony of the pupil's religion.
    c. Attendance at religious retreats.
    d. Attendance at an employment conference.
    e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Students that have a morning or afternoon doctor appointment are required to come to school for the portion of the day that the student is not at the doctor's office. For example, students that have morning appointments must come to school after the appointment, and students having afternoon appointments must come to school for the morning).

You can report planned absences ahead of time by emailing contact@francophoneschool.org or leaving a voicemail Please include the student's full name and grade level and the dates / times of the absence.

When reporting an absence, please report the student name, student grade, date(s) of absence, and reason for the absence via email to contact@francophoneschool.org or via phone at 510.746.8266

Unexcused Absence: Absences for any reason other than those listed above. This includes vacations and travel.

Tardies: Any tardy of 30 minutes or more will be recorded as an absence. Students arriving late to school 30 minutes or more must be escorted to the office and signed in to school by their parent / guardian.

Extended Absence: Families may request academic work for extenuating circumstances necessitating a student to miss school for multiple consecutive days. Since our school's instructional model is language immersion, Francophone strongly recommends that families avoid requests for this type of arrangement to the greatest extent possible, so students do not miss instructional time in which they are immersed in the target language of French. If such an absence is absolutely necessary, families should request academic work from the school office *at least five days prior to the absence*. This will allow for teachers time to prepare lessons and activities for your child's absence.

Returning to school after an absence: On the student's first day back to school after an absence, the student must bring a signed written note from their parent/guardian which lists the date of absence and specific reason for the absence. In lieu of a written note, a parent/guardian may call the school office or e-mail the school office assistant (contact@francophoneschool.org) with the student's first name, last name, grade level, the dates/ times the student was out, and the reason for the absence.

If a student is absent but the school has not received notification from the student's parent / guardian, the school will call the student's home to inquire about the student's whereabouts.

Process for Addressing Truancy:

- After two unexcused absences or unexcused tardies over 30 minutes: phone call home.
- After three unexcused absences or unexcused tardies over 30 minutes: letter sent home notifying the parent/guardian of the student's "Truant" status
- After five unexcused absences or unexcused tardies over 30 minutes: letter sent home with invitation to school conference with site administrator.
- After six unexcused absences: letter sent home inviting parent to School Attendance Review Team (SART) meeting
- If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the School's Involuntary Removal Process. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.
- If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in

the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract (if any), and the student may be subject to disenrollment in compliance with the Involuntary Removal Process described below. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process.

School Attendance Review Team (SART)
The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at the school site level, are not attending school and to connect students and families to school and community resources to address these absence concerns. Once the student is considered a habitual truant (3rd Truancy Letter), or has an excessive number of absences for illness, the student will be referred to the School Administrator who will arrange for a Student Attendance Review Team (SART) Meeting.

- SART members may consist of School Administrator, parent, teacher, other pertinent staff.
- A corrective action plan will be developed with parent / guardian input.
- The student will again be directed to attend all classes unless excused (please see list above)

LOW ATTENDANCE RECOVERY OPTION

A student who is in attendance for **at least 75% but less than 90%** of instructional days according to the 90% Rule Attendance Breakdown may earn credit for the high school course or earn promotion to the subsequent grade for grade K-8 by completing a plan approved by the principal. Administration will automatically develop a **Principal's Plan** for all students who fall in this range of absences.

The **Principal's Plan** will provide for the student to meet the instructional requirements of the class. Due dates for Principal's Plans are December 1st for the fall semester and May 1st for the spring semester/yearlong attendance. Any Principal's Plans created after those dates will be handled (e.g. given another due date) on an individual basis.

The Principal's Plan will include a student's attendance at **Attendance Recovery After School (ARAS)** and successful completion of assignments (referred to as the project component of the Principal's Plan).

Interested in Attending ARAS?

Please e-mail Christophe (cviret@francophoneschool.org) by 4:00pm on the preceding Thursday to be added to the next ARAS roster. No additions to the roster or changes in assignment will be honored past the deadline.

ARAS (Attendance Recovery After School)

ARAS is a program that allows students to recover time missed from school by working on approved assignments. ARAS takes place at school, with the same expectations of following directions, being polite, and abiding to school rules. This program is designed for all grades and a teacher is present if questions arise.

A student will earn the equivalent of 1 instructional day (to count toward attendance for credit) for each day of ARAS. In most cases, to earn credit for a course or earn promotion to the subsequent grade, the student must attend ARAS for the number of days absent above the 10% mark. To be scheduled as needed, ARAS will last 1 hour and will be held Monday-Thursday at Upper Campus. To meet the instructional requirements of each class, each student will work on grade appropriate materials during ARAS.

For students in grades K-8 to recover time missed from school, a student must be in the ARAS session for 4 hours. 4 hours will equal 1 day missed.

Student-devoted time spent on other curricular or co-curricular activities (such as BASC) may not count toward ARAS.

ARAS Rules:

1. ARAS begins promptly at 3:15 pm and goes until 4:15 in room TBD
2. Students who arrive late or leave early will be denied ARAS credit.
3. Students who don't complete the designated activity will be denied ARAS credit.
4. Students must check in with the ARAS teacher as requested.
5. If the student has missing work to complete, they must get approval in writing from the principal or designee before doing the work.
6. Once missing work is complete, the student must stay in ARAS and complete school appropriate activities.

If a student is assigned a Principal's Plan, but attends ARAS enough to bring the resultant attendance days below the allowed numbers of days absent, he/she no longer needs to complete the Principal's Plan. However, it is recommended that the student completes the Principal's Plan as any additional, subsequent absences could put him/her above the allowed number of days absent wherein the Principal's Plan would become necessary for advancement again.

Additionally, the Principal's Plan may include the following:

- An End Date by which the plan must be completed
- Additional assignments to be completed outside of school and/or ARAS
- No additional absences for rest of semester or year
- Assignment of tutoring sessions
- Assignment of other academic activities

DESIGNATED ARAS DAYS FOR 2026-27

Attendance Recovery After School, ARAS, will be scheduled as needed, will last 1 hour and will be held Monday-Thursday at East Campus.

ATTENDANCE REVIEW COMMITTEE

A student who is in attendance **for less than 75%** of instructional days according to the 90% Rule Attendance Breakdown or **did not successfully complete the Principal's Plan** (through incurring additional absences and/or failure to complete the project) can request an award of credit or grade promotion by submitting a written appeal within 10 business days of receipt of notice of attendance below 75%. The appeal must be addressed to the administration, requesting a meeting of the Attendance Review Committee (ARC) to evaluate the case. The Implementation Team will act as the ARC. The ARC shall review the student's entire attendance record and the reasons for absences and shall determine whether to overturn or uphold the denial of course credit or grade retention. The parent and/or student shall be given an opportunity to present any information to the committee about the absences in written format without attendance at ARC meeting.

When evaluating reasons for absence, the ARC will determine how many absences were resultant from the following extenuating circumstances:

- Extended physical or emotional illness as verified by a medical professional
- Extended hospital stay as verified by a medical professional
- Extended recuperation following an accident as verified by a medical professional
- Extended contagious disease within a family as verified by a medical professional
- Death of a family member

- Victim of a natural disaster or catastrophe
- Absences approved by administration

If the reasons for the absences do not fall under the extenuating circumstances, the ARC will use the following guiding questions to determine its decision:

- How many ARAS Days did the student attend as compared to those offered?
- If the student did not attend all ARAS Days, was the reason for non-attendance in line with the school's motto?
- Did the student complete the Principal's Plan when his/her absences were between 75% and 90%?
- Were there continued absences after the Principal's Plan was enacted?
- Were any of the absences within the control of the parent or student?
- Is the decision in the best interest of the student?

PREARRANGED ABSENCES

Students who have knowledge of upcoming personal absence spanning multiple days, due to extracurricular activities or extenuating circumstances, may schedule a meeting, in advance, with the principal. In the meeting, the principal and student may create a Principal's Plan to ensure that the student will master the curriculum covered during his/her absence and strive to make up instructional hours in order to comply with minimum attendance standards set forth by the State of California. Additional absences not part of the plan that increase a student's overall attendance below 90% will fall under the minimum attendance procedures and may go before an Attendance Review Committee to determine if credit will be awarded for the high school credit courses in question, or if the student will be retained (in non-high school credit courses grades K-8).

SCHOOL CLIMATE

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:

- All students and adults feel welcomed, respected, and connected to the school.

- Clear behavioral expectations are affirmed, modeled, taught, practiced, and assessed.
- The entire school community supports a positive, high-performing learning culture.
- The school promotes students' personal, social, emotional, civic, and ethical development, in alignment with their academic development.
- Students' individual learning styles are honored and supported, as well as their practices in school citizenship.

FOSTERING POSITIVE BEHAVIOR

Our school has three simple, powerful rules: *Be Safe, Be Respectful, Be Responsible*

These rules are broken down into specific desired behaviors in each area of the school, in our code of conduct, located below. Teachers and administrators frame these positively. For example, rather than "don't run in the hallway", we say "please walk in the hallway." We also teach and explain the importance of the behaviors we want to see. For example, students learn and discuss *why "we walk"* in the hallway and how their actions in the hallway have an important impact on their peers in the school.

After teaching and modeling these behaviors, we reinforce in several ways, including:

- In-class systems in which students may earn choice time or other desired activities with their classroom teachers.
- School-wide "Bravo!" tickets designed for all staff to recognize students frequently for being safe, respectful, and responsible in their daily school activities.
- Student recognition in monthly assemblies, newsletters, and social media.
- Teachers referring students to the Director of Upper School or the Executive Director's office for making exceptional choices or contributions in class.

GUIDING PRINCIPLES

Our school-wide behavior plan seeks:

- To promote equality among students, to be understood by all, and to be applied fairly.
- To ensure a safe and predictable learning environment for our students to make academic risk-taking and innovation the norm.
- For students to understand the consequences of their actions and to take responsibility for repairing the harm.
- To maximize instructional minutes giving our students access to a quality education.
- To foster and instill in our students a sense of ethics and global citizenship.
- To minimize loss of class time and to avoid exclusionary practices.

BEHAVIOR EXPECTATIONS

The purpose of Francophone Charter School's behavior expectations 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. Using consistent behavior expectations, also known as a Code of Conduct, we seek to maximize clarity for students, consistency among staff members, and trust with families.

RESTORATIVE PRACTICES

Francophone Charter School uses restorative practices to foster trust and community and to provide a framework for repairing harm and restoring relationships when harm occurs. Restorative practices foster accountability, reflection, and empathy among students, staff, and community members alike. To read more about restorative practices, please click here.

DISCIPLINE

In addition to restorative practices, when unwanted student behavior persists, disrupts the learning environment, or violates the rights and safety of others in the community, Francophone Charter School staff uses progressive discipline. Progressive discipline uses incremental interventions and consequences to address unwanted or inappropriate behavior with two goals: to hold students accountable and to teach prosocial behavior.

Progressive discipline is designed to help a student to:

- Understand why the behavior is unacceptable and not permitted
- Understand the impact the behavior had and the harm it caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Learn and practice new strategies and skills to use in the future
- Be informed of more stringent consequences if the behavior continues

SUSPENSION AND EXPULSION

School administration may recommend suspension or expulsion for offenses that violate the school charter. For a complete copy of the School's Suspension and Expulsion Policy, including a full list of offenses which may lead to suspension or expulsion, please see the front office.

PBIS IN THE CLASSROOM

Our teachers are trained to build positive relationships with students and to create classrooms and use pedagogical approaches that ensure students have the optimal environment in which to learn. To ensure positive behavior, teachers continually examine the structures and systems in the classroom, and use engagement and differentiation strategies that motivate students to learn and act as positive citizens of the Francophone Charter School.

At the same time, young people are developmentally primed to break rules and test limits and to develop personalized strategies for self-regulation. Therefore, we ask teachers to use a consistent approach to redirecting students who are not meeting behavior expectations in the classroom. Teachers are asked to use a progressive system of behavior management that includes:

STEP 1: Revise teaching strategy

STEP 2: Redirect negative student behavior

STEP 3: Have a one-on-one conversation with the student

STEP 4: In-class consequence

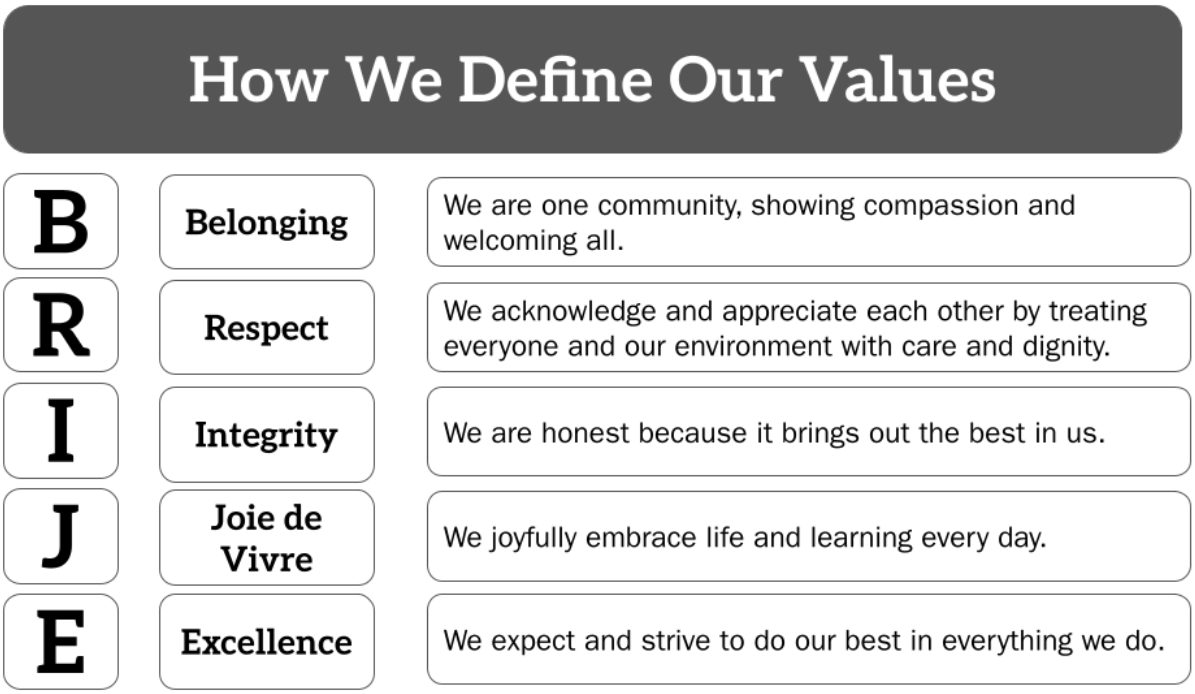
STEP 5: Reach out to other adults for support

If Steps 1-4 are not successful in helping a student re-engage in learning, the teacher will consult with a colleague and the student's family to develop a plan to support the student in making needed changes.

In extreme instances of major or chronic behavior concerns, teachers may refer students to the Director of Upper School or the Executive Director.

CODE OF CONDUCT

Our code of conduct is based on the principles of positive behavior intervention and support. Behavior expectations are based on School Values.



PERSONAL ELECTRONIC DEVICES

Use by students of personal electronic devices (non-school issued), including but not limited to cell phones, wearables, watches, music players, handheld gaming devices, tablets, 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 personal electronic device in use during school hours will be confiscated and returned only to a parent/guardian.

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. 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 of having a "comfort object" that may help with separation anxiety.

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. Students are prohibited from smoking, possessing tobacco or tobacco alternative products,

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.

DANGERS OF SYNTHETIC DRUGS

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl. The California Department of Public Health ("CDPH"), has expounded on the extreme danger of drugs laced with fentanyl. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here.

DRESS CODE

Francophone's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and fairly.

Allowable Dress

- Students must wear clothing including both a shirt with pants, shorts, skirt, or the equivalent and shoes.
- Shirts, dresses, shorts, skirts, and pants must have fabric in the front, back, and on the sides
- Clothing must cover undergarments (bra and underwear) - waistbands and bra straps **excluded**.
- Fabric covering all private parts must not be sheer or see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoods must allow the student face and ears to be visible to staff. Headwear worn for purposes of religious observance is permitted.
- Clothing must be suitable for all scheduled classroom activities
- ***Shoes must be appropriate for PE*** *(athletic shoes) - refer to PE instructor for specifics*
- Students will wear a green t-shirt on Fridays to show school spirit. Any green t-shirt is acceptable - the t-shirt does not need to be Francophone green. We will be selling green Francophone shirts at several back-to-school events listed in the following sections of the newsletter for those who are interested.

Non-Allowable Dress

- Clothing may not depict, advertise or advocate gang affiliations, weapons, the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.
- Students may not wear pyjama pants to school.

ACCEPTABLE USE OF TECHNOLOGY POLICY AND AGREEMENT

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

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 monitoring system 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 an 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.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter

School may withhold the student's grades, transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

PROFESSIONAL BOUNDARIES: ADULT/STUDENT INTERACTION POLICY

This Policy applies to all Francophone Charter School of Oakland ("the School") employees, volunteers, contractors, and governing Board ("Board") members[1] (collectively referred to as "adults" herein).

The School recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment possible. This policy is available on the School's website.

Corporal Punishment

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 individual's use of force that is reasonable and necessary to protect the individual, students, staff, or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., not corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

[1] This policy does not apply to student board members under Education Code 47604.2, or otherwise.

3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Adult/Student Behavior

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between such adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, adult/student interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any adult reasonably suspects or believes that another individual may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the

duty of the administrator to investigate and thoroughly report the situation. Adults must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Adult/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Communication with students via an employee's personal accounts such as email, text message, and/or social media.
(l) Engaging in any electronic, digital, or social media communication with a student that is not School-related.
(m) Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

Unacceptable Adult/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when adults have parent/guardian and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Adults/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person is prevented from using a better practice or behavior. Adults must inform a school administrator of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Adult/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students within School provided platforms must be professional and pertain to school activities or classes.(Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the administration about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another adult to be present if you will be alone with any student with special needs.
(o) Asking another adult to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives, and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.
(t) Documenting any interaction with a student that may be crossing boundaries set forth in this policy, including any electronic communication.

INSTRUCTIONAL PROGRAM

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, typically after their speaking ability develops.

ACADEMIC INTEGRITY

Academic integrity is expected of all Francophone Charter School students. Students are expected to do their own class work and 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 may include:*

- 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 Director of Upper School or Executive Director will be notified
- An incident of cheating and/or plagiarism may result in removal from any academic recognition opportunities for that semester
- Repeated violations or a single serious violation may lead to more serious disciplinary action

SCHOOL BOOKS AND MATERIALS

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

HOMEWORK

FCSO believes that homework is a good opportunity to extend learning beyond the school day. It prepares students for the rigorous expectations ahead by building study habits, focus, and practice skills. We recognize that homework encourages responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences a student's ability to meet FCSO's mission to develop curiosity, problem-solving, and global awareness. Homework is determined by grade level in order to be developmentally appropriate for students of various ages. Upper grade students will learn how to manage their responsibilities outside of school hours in their planner.

COMMUNICATION WITH FAMILIES ABOUT STUDENT PROGRESS

Communication between families and teachers about students' progress takes place in several formats throughout the school year.

- *Classroom teachers:* Classroom teachers will use folders, planners, and/or Parent Square posts to communicate with families about class events and academic plans.
- *Report cards* will be distributed at the conclusion of each trimester.
- *Parent/Teacher Conferences*: Twice each year the school will hold conferences for families to discuss student progress and plan ways to best support the student. Note that the student's Francophone or homeroom teacher responsible for one group of students will always participate in the conference, while English teachers or other teachers with several sections of students will participate in conferences on a rotating basis.
- *School electronic 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.
- *Email*: All staff members have 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. At the same time, complex matters should be discussed in person, via phone, or via Zoom. Email should be used to arrange a mutually agreeable time to speak.
- *Phone*: Parents/Guardians may receive automated phone calls or voice messages from the school with crucial information.
- *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.
- *Individualized communications*: Parents of multilingual children, known in the State of California as "English Learners" will receive communication on their child's progress. 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 is provided to all students.

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 Director of Upper School or 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.

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. In a typical year, Francophone Charter School families can expect their child to go on 1-2 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 Operations Administrator shall monitor compliance with this policy.

In advance of each field trip, the teacher(s) will ask a 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 donate funds to defray the cost of 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.

PROMOTION, RETENTION, AND ACCELERATION

INTRODUCTION

Francophone Charter School of Oakland ("the School") is committed to the early identification of students at risk of retention in the belief that early detection and intervention enhance the potential for success. Students' academic progress is based upon meeting a range of expectations for promotion including academic grade level standards, course requirements, state, and local assessments. Students performing outside this range may be considered for acceleration, assignment, or retention.

The law requires that the classroom teacher(s) recommend that a student be retained. A Student Study Team process may be used to consult and review decisions regarding promotion, acceleration, assignment, or retention. Intervention programs will be provided to students who are recommended for retention or identified as being at risk of retention.

DEFINITION OF TERMS

When implementing the Promotion, Retention, and Assignment Policy, the following definitions of terms shall be used:

a. **Promotion** shall be defined as the advancement to the next higher grade level for a student who has met or exceeded the criteria for promotion as defined by the School's adopted indicators of achievement.
b. **Assignment** shall be defined as the procedure for students who have not met the criteria for promotion, as defined by the School's adopted indicators of achievement who may be assigned to the next grade under certain circumstances.
c. **At-Risk of Retention** shall be defined as a student experiencing serious difficulty in meeting grade level standards. At-risk students are eligible for intervention programs that focus on improving student academic achievement.
d. **Retention** shall be defined as a student remaining in the grade level s/he is currently enrolled in for a subsequent year because it is decided that s/he does not meet the minimum grade level criteria for assignment and will make significant academic progress by remaining in the current grade level. This decision is typically made after academic deficiencies with respect to grade level standards are defined and addressed through intervention, and appropriate progress is nevertheless not made.
e. **Acceleration** shall be defined as the process of advancing an exceptional, high-achieving student at a more rapid rate than year-by-year promotion.

f. **Age-Appropriate Advancement** shall be defined as the process of advancing an over-aged student at a more rapid rate than year-by-year advancement. This definition also includes the advancement of a student from elementary to middle school level outside the usual time frame for promotion or assignment.
g. **Grade Level Standards** are the state and local standards that determine minimum and mastery performance of students at each grade level.
h. **Criteria for Retention** shall be defined as not meeting performance standards on identified indicators of achievement and other classroom/social indicators.
i. **Instructional Support Programs** shall be defined as supplemental instruction for students whose performance is far from meeting grade level criteria.
j. **Student Study Team** (SST) shall be defined as a group of professional staff (administrator, teachers, support personnel), the student's parent/guardian, and the student when appropriate, who explore strategies and interventions to support the student's academic, social, and emotional growth.

PROCEDURAL GUIDELINES

For Promotion, Assignment, Retention, Acceleration, Age Appropriate Advancement, Administrative Placement, and Intensive Instructional Support Programs, the following criteria and procedural guidelines shall be implemented:

PROMOTION

Students who meet the criteria for promotion shall be promoted.

ASSIGNMENT

Students who have not met the criteria for promotion, as defined by the School's adopted indicators of achievement may be assigned to the next grade when:

- The recommendation of the teacher or the Student Study Team is that the student will not benefit from another year at the same grade level, or
- The student has been previously retained in the elementary grades.

RETENTION

For retention to be considered, it must be discussed with the student's family by the conclusion of the second trimester, at the latest. In addition to proposing retention, interventions and support must be offered. Data collected from the interventions and support offered, the student's response to the intervention, must be shared with family, administration, and co-teachers before the decision to retain is made.
The decision to retain shall be made by the classroom teacher based upon the student's grades and school-adopted indicators of achievement. A student with no elementary retention history who has not met the minimum criteria for assignment to the next grade may be retained. In cases when retention is being considered, the student's regular classroom teacher would provide written feedback on both academic and non-academic factors that can contribute to the decision to retain a student.
Factors to be considered must include:

- Academic success in French reading, English reading, mathematics, and other academic areas
- Student attitude about retention
- Parent support for retention
- Chronological age
- Maturity
- Physical size
- Social adjustment
- Ability level
- Availability of alternative programs
- Previous/possible interventions

This determination shall specify the reasons that retention is, or is not, appropriate for the student and shall include recommendations for interventions that are necessary to assist the student in advancing in their academic achievement.

The parents/guardians and the School's administrator(s) shall meet before any final determination of retention is made.

If a decision to retain is made, the classroom teacher shall put it in writing on the final report of the student and an Individual Retention Plan shall be developed. Such a plan should include an evaluation of the student's needs as well as recommended strategies to help him/her reach specific academic goals.

INSTRUCTIONAL SUPPORT PROGRAMS

A student who does not meet the minimum criteria for promotion shall be invited to participate in Instructional Support Programs that are age appropriate and designed to meet the needs of the participants.

Classroom Intervention Strategies

Interventions within the school day may include, but are not limited to, purposeful regrouping for specific skills, differentiated instruction, and intensive instructional time in language arts and/or mathematics.

Students in grades 3-8 will be screened using the NWEA Measures of Academic Progress assessments in Math and English reading. Students performing far below grade level peers will be invited to participate in Instructional Support Programs. Students who have a history of being retained and/or are at-risk of being retained will have priority enrollment in such programs.

ACCELERATION

A student may be accelerated to a higher grade level when the student demonstrates exceptionally high levels of academic achievement, social and emotional maturity. Students performing two years beyond grade level in all academic and social-emotional domains of learning can be considered for acceleration, informally known as skipping a grade level. The wishes of the student and parent and the long-range effect on the student shall be important considerations before advancement takes place. No student will be advanced without the approval of his/her parent/guardian, the recommendation of the Student Study Team, and the approval of the School's administrator(s) or designee(s).

Transitional Kindergarten and Kindergarten applicants, as well as students of any grade entering the school for the first time, are not eligible for acceleration, as our program's unique features require direct observation of student performance by Francophone teachers and staff. Students enter the school based on date of birth. Teachers, as well as parents / guardians may request consideration of acceleration, which will be reviewed after a minimum of four weeks of regular school attendance. If the data are indicative of a possible need for acceleration, the school will conduct a Student Study Team meeting with family, teachers, and other pertinent stakeholders to review data and determine next steps.

In considering an acceleration of a grade level, the Student Study Team will review data pertaining to:

- Academic success in French reading, English reading, mathematics, and other academic areas
- Student attitude about acceleration
- Parent support for acceleration
- Chronological age
- Maturity
- Physical size
- Social adjustment
- Ability level
- Availability of alternative programs
- Previous/possible interventions

AGE-APPROPRIATE ADVANCEMENT

Students who are over-age due to prior retention or late entry into school may be advanced with the recommendation of the classroom teacher in consultation with the Student Study Team. The wishes of the student and parents and the long-range effect on the student shall be important considerations before advancement takes place. No student will be advanced without the approval of his/her parent/guardian and the consultation of the Student Study Team.

ADMINISTRATIVE PLACEMENT

Administrative Placement may be used for new students with no records or for students who do not meet the criteria for promotion. The School's administrator(s) or designee may place the student in the grade determined most likely to result in academic success and a positive social adjustment, after an evaluation of the following criteria:

- The student's chronological age
- The student's/parent's description of prior school experience
- Results of initial site level assessments
- Classroom performance after initial placement
- The final decision for student placement rests with the administrator

STUDENT STUDY TEAM

A Student Study Team may be utilized at each site at the request of the teacher, parent, or administrator. This process involves professional staff, the parent/guardian, and students as

appropriate, and ensures follow up and monitoring of intervention strategies. The team evaluates the academic, social, emotional, and physical development of the student in reaching its decisions.

RISKS

Retention and acceleration can present risks. Retention separates a student from their friends and can lead to social isolation and/or low self-esteem. Students who are retained may feel self-conscious and/or a sense of failure both in school and thereafter. Retention may also alienate a child from the school community and result in difficulty establishing trust in school staff. Acceleration separates a student from their peers and can lead to social isolation. Students who skip a grade may feel self-conscious or may have difficulty navigating class content and/or relationships with more mature classmates. In all cases, it is important to consider that the disruption to a child's schooling and a grade level cohort's dynamics caused by retention and acceleration is impossible to undo. If a Student Study Team decides to implement retention or acceleration, they must recognize and discuss the possibility of the student experiencing academic regression and/or social-emotional difficulty. The consequences of those types of difficulty must be discussed with the Student Study Team, and the potential positive outcomes of the decision must be found by the team to outweigh the potential risks.

APPEAL PROCESS

GRADE LEVEL RETENTION

To appeal a retention decision, the appealing party shall submit a written request to the School's administrator(s) specifying the reason(s) for the appeal. The appeal must be initiated within five (5) school days of the notification of retention. The School's administrator(s) shall respond to the appeal within fifteen (15) school days with one of the following three recommendations:

- Uphold Retention
- Deny Retention
- Set aside retention pursuant to fulfillment of remediation agreement.

STUDENTS WITH SPECIAL NEEDS

Students with special needs will have their education objectives, including decisions on promotion, defined through their Individual Education Plan (IEP). This plan will describe the conditions by which the student will take standardized tests and alternative classroom tests and assessments. If modified or differential criteria are set, they will be stated in the IEP.

Should a Student Study Team be convened to discuss the acceleration or promotion of a student with an IEP, the student's case manager for Special Education shall participate.

ASSESSMENT INSTRUMENTS

Data used for the consideration of student promotion, retention, and assignment can include but are not limited to the results of the following:

- Measures of Academic Progress test results
- California Assessment of Student Performance and Progress test results in English, mathematics, and/or science
- Report cards
- Academic evaluations
- Social-emotional evaluations
- Student questionnaires
- Teacher or specialist observation
- Letters of recommendation

MONITORING RESULTS OF THE POLICY

Data in promotion, retention, and assignment of students will be gathered annually and presented to the School's administrator(s).

BASC (BEFORE AND AFTER SCHOOL CARE)

Francophone Charter School of Oakland (FCSO), **BASC** (Before and After School) is a social and value-based program that promotes respect for self and others. We are an extension of the FCSO daytime instruction and our culture is in alignment with the concept of "***Global Citizenship"***. We embrace diversity and are advocates for student voice while creating a fun, safe, and positive environment.

Before Care Schedule:
Monday through Friday - 7:30 am until 8:00 am
Students will be signed into Before Care in the designated area. Once students are signed in, they may finish their breakfast, read, play games, complete homework, or socialize.

After Care Schedule:

- Monday, Tuesday, Thursday, Friday - After daytime instruction until 5:30 pm
- Wednesdays and all other Minimum days: After daytime instruction until 5:30 pm
- BASC ends promptly at 5:30 pm daily

Please contact our program director, Erika Cardona (ecardona@francophoneschool.org) for more information about BASC.

ANIMAL DISSECTIONS

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

AVAILABILITY OF PROSPECTUS

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

CALIFORNIA HEALTHY KIDS SURVEY

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five and seven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

SEXUAL HEALTH EDUCATION

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker

- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

STATE TESTING

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

SURVEYS ABOUT PERSONAL BELIEFS

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

TEACHER QUALIFICATION INFORMATION

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

1. Whether the student's teacher:

a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
c. Is teaching in the field of discipline of the certification of the teacher; and

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at (510) 746-0700 to obtain this information.

WORK PERMITS

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at:
https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf

SPECIALIZED PROGRAMS

ENGLISH LEARNERS

The English Language Proficiency Assessment (ELPAC) is given to students whose primary language is not English, upon enrollment (initial ELPAC to determine English Language Learner (EL) status), and annually to monitor the student's development in English language (summative ELPAC).

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in programs and activities that receive federal financial assistance. It ensures that individuals with disabilities have equal access to opportunities and benefits, equal to those provided to non-disabled students, in federally funded settings, including education. Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability. A 504 plan primarily offers accommodations and modifications to ensure equal access to education for students with disabilities who may not require specialized instruction. Compliance is monitored by the Office of Civil Rights.

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School.
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 Director of Student Support.

SPECIAL EDUCATION

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the El Dorado Charter SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. A recommendation that a student be evaluated 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 less restrictive interventions through the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST).

The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Director of Special Education.

STUDENT STUDY TEAM (SST)

The Student Study Team is a structured meeting of school staff to address student needs and develop support plans. It is a proactive and collaborative approach to supporting students who are facing challenges in school, aiming to identify and implement Multi-Tiered System of Support (MTSS) interventions to help students with the necessary support to thrive academically, behaviorally, and socially.

Parents, guardians, teachers, students, and administrators can all request a concern be brought to the SST meeting. The team then gathers to discuss the child's unique strengths, interests, and areas of needed support. Typically, an action plan is developed, implemented, and then reviewed after 6-8 weeks' time to monitor progress and adjust interventions as needed.

Common focal areas of an SST meeting are:

- Collaborate to help a student improve an area of need at school, such as academic performance, behavior, or attendance
- Coordinate school and family team members about a child's health, medical, or psychological needs
- Obtain family input on a child's interests and learning profile in order to select academic interventions and/or positive behavior reinforcements that are likely to be most effective and engaging
- Inform parent and student of disciplinary action, corrective steps needed, and the consequences of further violations of school policies
- SSTs are also established to fulfill requirements of current federal and state legislation related to special education and special health needs, such as to review documentation of response to intervention prior to referring a student for special education services, to establish eligibility for a 504 plan, etc.

EDUCATION OF FOSTER AND MOBILE YOUTH

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

1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    c. The nonminor is participating in a transitional independent living case plan.

5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[2]
6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- "Newcomer pupil" is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- "Educational Rights Holder" ("ERH") means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- "School of origin" means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of

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

"school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- "Best interests" means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- "Partial coursework satisfactorily completed" includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

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

Minda Glynn
Director of Student Supports
2365 Coolidge Ave., Oakland, CA 94601
mglynn@francophoneschool.org

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of

the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete Homeless Education policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

EDUCATION OF CHILDREN AND YOUTH OF FAMILIES IN TRANSITION

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

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

Minda Glynn
Director of Student Supports
2365 Coolidge Ave., Oakland, CA 94601
mglynn@francophoneschool.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet

normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian[3] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

[3] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

STUDENT HEALTH AND WELLNESS

IMMUNIZATIONS

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Resources:

- Guide to Immunization Requirements for K-12th Grade | Spanish
- Parents' Guide to Immunizations Required for School Entry | Spanish
  Arabic | Armenian | Cambodian | Chinese | Farsi
  Hmong | Korean | Russian | Tagalog | Vietnamese
- Immunization Requirements for 7th Grade
- California Law and Regulations
- Frequently Asked Questions on New Regulations

General Immunization Information:

- Frequently Asked Questions
- Parent Brochure with Easy-to-Understand Immunization Schedule | Spanish
- Preteen Vaccine Recommendations Flyer for Parents | Spanish
- Vaccine Safety Information for Parents

Talk to your doctor about recommended childhood and adolescent vaccines, including flu vaccine every year.

If a child is in the middle of receiving his/her immunizations, a written statement of the next appointment for immunizations must be provided and copied for the student's folder.

EXEMPTION TO IMMUNIZATION REQUIREMENTS

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and the School's complete Immunization Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.
   a. Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that Charter School shall accept.
   b. On and after July 1, 2021, Charter School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a CDPH standardized medical exemption form as required by law.

c. Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, as defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.

2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.

    a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.

3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span, as defined below, pursuant to Health and Safety Code Section 120335(g).

"Grade span" means each of the following:

1. Birth to Preschool.
2. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
3. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in Health and Safety Code Section 120335(b) and the child's documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from Charter School until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

If you suspect that any member of your household has been exposed to a communicable illness for which vaccines exist (such as measles), please contact a health care provider immediately, and take all recommended precautions to minimize others' exposure and to treat the illness appropriately. In addition, please inform a member of the School staff immediately so that we can assess the need (if any) for further communication or precautions within our community.

DIABETES

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.
Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

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

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

CANCER PREVENTION ACT

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

PHYSICAL EXAMINATIONS AND RIGHT TO REFUSE

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

PROOF OF DENTAL EXAM

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Please ask your dentist to provide the School with a report, using the Oral Health Assessment Form (English) ; Oral Assessment Form (Spanish).

We'd prefer to have the completed Oral Health Assessment Form be submitted to the School no later than **March 1.**, if not please be sure to submit the required forms no later than the required date of **May 31.**

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.

Parents and guardians should bring special health problems to the attention of the student's teachers, Executive Director and Operations Administrator in writing. Students may not carry, self-administer, or be assisted by school personnel in administering prescription and nonprescription medications unless the school receives proper written documents from the healthcare provider and parent.

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 Operations Administrator and/or Supporting Staff keeps confidential track of student illnesses. In cases of some communicable ailments (e.g. Pink Eye, Strep Throat, Lice, etc.), the Operations Administrator 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 the 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 Operations Administrator, Executive Director, and/or Supporting Staff.

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school designated school personnel.

In order for a student to be assisted by the school nurse or other designated and trained school personnel in administering medication, the school shall obtain both:

1. A written statement from the student’s authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the school assist the student in the matters set forth in the statement of the authorized health care provider.

Students will be permitted to **self-carry and self-administer** prescription medication **if, in addition to the above**, parent provides a written statement from the student's authorized health care provider
(1) Consenting to the self-administration,
(2) Providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and
(3) Releasing the school and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

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

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 (BASC). Therefore, for the safety of students, parents/guardians should not drop students off, nor are students to arrive at school prior to the arrival times determined by each campus. 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.

PREGNANT AND PARENTING STUDENTS

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Claudia Lee
Executive Director
2365 Coolidge Avenue
Oakland, CA 94601

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

SAFE STORAGE OF FIREARMS

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

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

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

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

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

SCHOOL BUS AND PASSENGER SAFETY

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

SCHOOL SAFETY PLAN AND ASBESTOS MANAGEMENT PLAN

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. There are no asbestos-related activities planned or in progress at the Charter School.

STUDENT SEARCH AND SEIZURE

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access

electronic device information in order to attempt to identify, verify, or contact the owner of the device.
The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

HUMAN TRAFFICKING PREVENTION

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

MENTAL HEALTH SERVICES

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:
Available on Campus:

- School-based counseling services – your child is encouraged to directly contact the principal to make an appointment to speak with a counselor. Our counselor supports students, as needed, by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our school or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Sundown Collins at (510) 746-0700 to request an evaluation.

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the site director (510) 746-0700.

Available in the Community:

- East Bay Agency for Children (EBAC). EBAC's transformational programs help children, youth, and families recover from trauma; build upon existing resilience to protect against long-term harm from past or future exposure to adversity; and when possible, prevent exposure to adverse childhood experiences. (510) 268-3770, https://www.ebac.org/default.asp
- Alameda County Behavioral Health Services. 24 hour access hotline (800) 491-9099

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

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.

NUTRITION AND SCHOOL LUNCH

BREAKFAST, LUNCHES, AND SNACKS
Pursuant to CA law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Applications can be accessed here: Free and Reduced Lunch Application. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements

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

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or

local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

NUT-FREE CAMPUS

We are a nut-free school. Based on the potentially life-threatening consequences of an allergic reaction to nuts for some of our students, we do not allow nuts. This includes no peanut butter, Nutella or any other foods containing nuts.

Any food or snacks provided by the school, including before and after school care and/or the school's food company provider, are also nut-free.

We ask that all parents, caregivers, and students in our community not to bring or use nuts, or products containing nuts, in food to campus to share for group activities such as all school events, class parties, group snacks, or any other classroom or after school food-related events.

ALLERGIES AND DIETARY RESTRICTIONS

If you have any questions or need assistance regarding allergies or dietary restrictions, please email our school lunch coordinator, Ms. Reinel Campa at rcampa@francophoneschool.org.

FOOD RULES

- Nut-free School
- Bring a reusable water bottle to school every day.

- Because some children have serious food allergies, students may not share any food from their lunches or snacks.
- We are working to limit waste, so please use reusable metal or plastic containers and avoid plastic baggies (e.g., Ziplocs), plastic wrap (e.g., Saran Wrap), and tin foil.
- High sugar foods and foods with low nutritional value have a direct impact on student behavior. Please avoid sending items like these with your child.
- Families are asked to reinforce calm bodies while eating and self-directed clean up.

ALLERGIES

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

- Parents must inform the Site Director and office staff 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 the 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 free 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 children 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.

STUDENT AND FAMILY RIGHTS AND COMPLAINT PROCEDURES

STUDENT RECORDS, INCLUDING RECORDS CHALLENGES AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 10 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

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

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

a) Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
b) Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
c) Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
d) Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
e) Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
f) Accrediting organizations in order to carry out their accrediting functions;
g) Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
h) Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
i) Persons who need to know in cases of health and safety emergencies;
j) State and local authorities, within a juvenile justice system, pursuant to specific State law;
k) A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has

been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or

l) A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

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

Please notify the Executive Director at: (510) 746-0700. A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"[4]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[5]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Charter School shall not release directory information regarding a student identified as a homeless child or youth under the McKinney Vento Homeless Assistance Act in the absence of parent, guardian, or eligible student's written consent, except as follows:

a. When the directory information is released for the purposes of facilitating the student's access to an oral assessment or eye examination required by Charter School, unless the parent/guardian opts out of the examination.

USE OF STUDENT INFORMATION LEARNED FROM SOCIAL MEDIA

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

GENERAL COMPLAINTS

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

[4] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

[5] CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

resolution skills without the intervention of a school employee. It is important that adults coach students to resolve conflicts, when appropriate.

In instances when adult intervention is necessary, such as if the student does not feel comfortable speaking directly to the other party, or in cases of suspected sexual harassment or discrimination based on a protected category, such as race, ethnicity, ability, gender, etc., the student should notify a teacher or other school staff member. The staff member will intervene based on the information available. If the matter cannot be resolved or requires heightened attention, the staff member will notify the Principal or the Executive Director.

Students who have complaints regarding school personnel or programs should notify a teacher or administrator.

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

The 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

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or 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 Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs;
- School Safety Plans; and/or
- State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

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

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Annette Dennett
Board of Directors
2365 Coolidge Avenue
Oakland, CA 94601
(510) 746-0700
annette@francophoneschool.org

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

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

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

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Francophone Charter School ("Charter School" or "WISH") to address sex discrimination, including but not limited to sexual harassment, occurring within Charter School's education program or activity.

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[6]

This Policy applies to conduct occurring in Charter School's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Charter School Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination
Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School.

Prohibited Sexual Harassment
Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of Charter School conditioning the provision of an aid, benefit, or service of Charter School on an individual's participation in unwelcome sexual conduct;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School's education program or activity; or

[6] Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- "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).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) 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; and/or (d) 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 Charter School.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

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

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in Charter School's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Claudia Lee
Executive Director
claudia@francophoneschool.org
2365 Coolidge Ave. Oakland, CA 94601
(510) 746-0700

In the event the above-named individual(s) becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Minda Glynn

Director of Student Services
mglynn@francophoneschool.org
2365 Coolidge Ave. Oakland, CA 94601
(510) 746-0700

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Charter School, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within Charter School's education program or activity.

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

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy
Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation
Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

Charter School will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

Charter School's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Charter School's education program or activity against a person in the United States, the Coordinator will 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 of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Charter School's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Charter School has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Charter School's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by Charter School to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Charter School allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Charter School, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.
Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[7] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal
Charter School must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in Charter School's education program or activity; or
- Did not occur against a person in the United States.

Charter School may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by Charter School;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Charter School from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Charter School policy.

Notice of the Allegations

[7] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that Charter School prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Charter School will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and

- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation
In most cases, a thorough investigation will take no more than thirty (30) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- 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 Charter School obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent 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 respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility
Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after Charter School sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Charter School's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

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

Appeals
Either party may, within five (5) business days of their receipt of Charter School's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or Charter School's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- 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; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences
Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Charter School.

Training

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 Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____
Date: _____
Email Address: _____
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 and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize 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 that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from Charter School.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Global Education Academy ("Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, 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 mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal

law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

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

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School does business, and all acts of Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.

with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

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 or group of students that may constitute 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:

- Placing a reasonable student [8] or students in fear of harm to that student's or those students' person or property.

[8] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience substantial interference with the student's academic performance.
- Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video 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.

Electronic act means the creation or transmission originated on or off the schoolsite, 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - 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.
    - Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 the 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 of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "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.

- 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.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Charter School advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development
Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Francophone Charter School of Oakland employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School's students.

<u>Complaint Procedures</u>

Scope of the Complaint Procedures
Charter School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who

alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

- Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

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 when 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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. 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 and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to

comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal
Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize 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.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

APPENDIX

STUDENT HANDBOOK ACKNOWLEDGMENT

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

_____

Student Name (Please Print) Date of Birth Grade Level

My / our signatures below indicate that we have received and read the Francophone Charter School's Student Handbook, that we have discussed the pertinent portions with our child, 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 that we will be notified of any changes.

_____

Signature of Parent/Guardian #1 Date

_____

Printed Name of Parent/Guardian #1

_____

Signature of Parent/Guardian #2 Date

_____

Printed Name of Parent/Guardian #2

OFFICE USE ONLY	
Received By:	Date Received:

VOLUNTEER APPLICATION

(Please type or print)
School Name: Francophone Charter School of Oakland

Name: _____
Last First Middle

Maiden Name/Other Names Used: _____

Residence Address: _____
_____

Home Telephone: _____

Emergency Contact Name and Phone: _____

Date of Birth: _____/_____/_____

Driver's License: Yes ( ) No ( ) DL#: _____

Social Security #: _____

Physical Limitations: Yes ( ) No ( ) Explain:
_____
_____
_____
_____

Relationship to any student(s) or staff members at school? Yes ( ) No ( )
_____
_____
_____
_____

Languages spoken: _____

Please respond to the following: “I am interested in volunteering because…”

_____
_____
_____
_____

Do you have any felony convictions: Yes ( ) No ( ) If so, please list:

_____
_____
_____
_____

Have you **EVER** been convicted of any sex offense for which you must register with any Law Enforcement Agency pursuant to Penal Code Section 290? Yes ( ) No ( )

I certify under penalty of perjury that the foregoing statements are true and complete, and I authorize Francophone Charter School of Oakland to complete a background check as a condition of school volunteer service, as provided by California Education Code 45125.5.

I understand that I will not receive any compensation or salary, or any other benefits, or workers’ compensation insurance coverage during this volunteer assignment. I agree to waive all claims against the Francophone Charter School of Oakland and hold the Francophone Charter School of Oakland, its officers, agents, employees, and volunteers harmless from any and all liability or claims, which may arise out of or in connection with my participation in this volunteer activity.

In the event of illness or injury, I do hereby consent to whatever x-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care and emergency transportation considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services.

Signature: _____

Date: _____

Volunteer Guidelines and Agreement

1. Immediately upon arrival, a Volunteer will sign in at the main office or the designated sign-in station and wear an identification badge (available with sign-in)

2. Volunteers will follow all policies, procedures and other rules established by the school and all applicable laws
3. Volunteers must wear the appropriate identification badge and will show volunteer identification whenever required by the school to do so
4. Volunteers must follow the appropriate dress code applicable to staff
5. Volunteers cannot smoke in any school facility or building or within 50' of a school building
6. Volunteers will not lend money, and/or bring gifts, to students unless authorized by the school principal or designee
7. Volunteers will not transport students unless they have been given express permission to do so by the school principal and have provided the appropriate insurance verification. Do not put yourself in the position of being alone with any student in any vehicle
8. Volunteers will not have access to student educational records. All volunteers will sign a confidentiality agreement
9. Volunteers will not photograph or videotape students unless authorized by the principal or designee
10. Volunteers will not dress, provide personal hygiene assistance, or supply medication to students
11. Volunteers should not exchange telephone numbers, home addresses, e-mail addresses or any other home directory information with students for any purpose unless it is required as part of your role as a volunteer
12. Volunteers will use universal precautions to avoid contact with bodily fluids
13. Volunteers will use only adult designated restrooms
14. Volunteers can monitor student behavior; however, if a situation is serious, the volunteer should seek immediate assistance from school personnel
15. Volunteers will not discriminate against or harass any person and will report all harassment or discrimination observed, in accordance with school policy
16. Volunteers will not search students or student property
17. Volunteers will make every reasonable effort to make sure that the school's technology resources are used appropriately and responsibly
18. Volunteers will make themselves familiar with and agree to follow the school's evacuation and lockdown procedures
19. Volunteers will not direct a student to remove an emblem, insignia, or garment including a religious emblem, insignia, or garment. If the volunteer believes a student's clothing is disruptive or promotes disruptive behavior, the volunteer will contact a staff member immediately
20. Volunteers must report suspected cases of abuse or neglect to the school administrator.
21. The school administrator or designee will provide appropriate training for all volunteers
22. Volunteers understand that the school will not be responsible for lost or damaged personal items brought to school by the volunteer
23. Volunteers understand that the school reserves the right to decline their volunteer services at any time

24. Volunteers shall not be in possession of or under the influence of, alcoholic beverages and/or illegal drugs, or in possession of firearms while serving in a volunteer capacity
25. Volunteers shall not use obscene or discriminatory language at school or at any school event

I,_____, have read and agree to abide by the above guidelines.

Volunteer Signature & Date: _____

VOLUNTEER CONFIDENTIALITY AGREEMENT

All volunteers are required to sign a statement of confidentiality. **All school volunteers are expected to maintain confidentiality while working at the school.** All things that are seen and heard at school about employees or children and their families should be considered privileged information. Trust must be established and maintained in order for our volunteer program to be successful. Volunteers can strengthen the bond between themselves and the school by following these guidelines:

- Treat all student and employee information as personal and confidential regardless of the source
- Communicate relevant information about students to the respective classroom teachers or Executive Director
- Seek clarification of unusual situations that occur in the school from the person(s) involved and avoid discussing such matters with non-school personnel
- Retain a sense of perspective regarding comments heard and actions observed
- Understand that not all information can and will be shared with volunteers, due to legal considerations
- Deal impartially with students regardless of background, intelligence, physical or emotional maturity
- Do not discuss student progress or behavior with the parent. All relevant information should be referred to the teacher or the Executive Director. Direct all inquiries about students to the professional staff.
- Speak constructively of all school staff; however, report difficulties involving the welfare of students or the school to the Executive Director
- Do not discuss confidential information with anyone. This information includes, but is not limited to:
    - Scholastic and health records

- Test scores and grades
- Discipline and classroom behavior
- Character traits of children
- Supports and services a student may receive

Discipline: *Discipline of students is solely the responsibility of the school personnel in charge. Volunteers should under no circumstances discipline students.* Should students misbehave in your presence, you should report this immediately to the staff person in charge. The staff person will then determine the necessary course of action. Also note that we expect students to treat volunteers with the same level of respect given to other school personnel. If you feel that students are not being respectful towards you, do not hesitate to discuss the matter with the staff person or Executive Director.

While all student information should be treated confidentially and sharing student information with others may be a violation of the law, do not make a promise to a student that you will keep confidential any information that pertains to the welfare of the student. Although the student is free to share confidential information with you, there are certain things you are required by law to tell the Executive Director. Any personal information learned from a student, should be held in strictest confidence **except**:

1. If a student confides that he or she is the victim of sexual, emotional, chemical or physical abuse.
2. If a student confides that he or she is involved in any illegal activity.
3. If a student confides that he or she is considering homicide or suicide.

Should one of these exceptions arise, you are required by law to immediately notify the Executive Director. Remember, the information is extremely personal and capable of damaging lives, so do not share it with anyone (including other school staff members) except the Executive Director, school administrator or other appropriate authorities. If you have questions, please ask the Executive Director. Any student needs communicated to the volunteer should be referred to the appropriate staff person.

Volunteer Statement:

I, _____understand that in the course of my association with Francophone Charter School of Oakland, I am responsible for maintaining the confidentiality of all employee and student information (both written and verbal) that may become known to me during the course of my volunteer activities.

I further understand that in the performance of my volunteering, I am not to discuss academic or other confidential information regarding students or employees with anyone, including the parents of any student. Any breach of confidentiality will be carefully reviewed and if substantiated may result in termination of any and all volunteer involvement with the school and may be reported to the proper authorities.

I acknowledge that I have read and understand this statement of confidentiality.

Volunteer Signature & Date: _____