

Big Sur Charter School

2024-25 Family Handbook



Our Mission

The Big Sur Charter School is devoted to guiding students to become intellectually curious, emotionally intelligent, environmental stewards.

www.bigsurcharterschool.org

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Dear Parents,

Welcome to the Big Sur Charter School ("BSCS") community! BSCS offers a vibrant alternative to traditional public schooling. We combine education at our Monterey Learning Center, the home environment, in the community and in nature to ensure that students benefit from diverse and experiential learning environments. The school and the family represent two parts of a key, when connected in partnership, unlocks the potential of each student.

We recognize that not all students learn the same way and are committed to providing academically challenging programs that meet the individual needs of every student.

This handbook is designed to help you understand more about our school, so that you can fully participate as a partner in your child's learning. We know that you want the best for your child. Let's work together to provide your child with the support they need to be successful!



**Where Home, School, and Community
are Partners in Learning**

GENERAL INFORMATION

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.

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 the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

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:

Aimee Alling, School Director
304 Foam Street, Monterey, CA 93940
831-324-4573

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.

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Admission Requirements

BSCS admits students residing in Monterey County and all adjacent counties. Upon enrollment families are required to provide immunization records, proof of age, and residency documentation for each student. Those students who do not meet the State guidelines for immunizations, and are not otherwise lawfully exempt from these requirements, will 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 BSCS classes at the discretion of the School.

We are a public school and do not charge tuition. All interested families are encouraged to complete the Application for Enrollment. To ensure that parents and students understand the model of our home-school-community approach we encourage you to schedule a school visit. These appointments may be made on our website.

If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, as set annually by the Board of Directors, admission shall be determined by a public random drawing. In the event of a drawing, current students wishing to return will be automatically enrolled. Remaining enrollment spots will be filled through the public random drawing, scheduled at a time and place so as to allow for maximum parent involvement, with the following admissions preferences:

- Siblings of students admitted to or attending the Charter School
- Residents of the District (Big Sur Unified School District)
- All other applicants

Students selected in the lottery process have thirty (30) days to formally register in order to ensure enrollment. If the registration is not completed in the allotted period of time, the Charter School will proceed to offer enrollment to the next student on the waiting list.

Formal enrollment in the Charter School also requires the following documents submitted prior to the start of the school year:

- *Master Agreement and Acknowledgement of Responsibilities* document signed by the parent, student, charter school teacher, and any person designated by the parent to teach their child. This document will clearly provide educational guidelines and responsibilities and provide consent to voluntarily participate in this independent study program.
- Records documenting immunizations required by the State of California.
- Residency verification documents.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Parents/guardians, teachers and the student are required to sign the Master Agreement before the first day of instruction. The Master Agreement contains the courses and monthly consultation meeting times.

Students may not be given access to any school curricula or activities until the Master Agreement is signed by all parties. No attendance may be claimed by the school until the Master Agreement has been signed.

Disenrolling

The state of California allows students to be enrolled in only one school at a time, regardless of whether the schools are public or private. Parents must notify BSCS when their child is enrolled in another school. Families must attend a final meeting with their teacher to return curriculum and materials. When a request for cumulative records is received from the new school, student records will be mailed to the requesting school.

The school district where the student resides will be notified of the student's disenrollment pursuant to Education Code 47605(d)(3):

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

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 re-occur.

Parent Engagement

BSCS is committed to fostering family involvement. Families are encouraged to volunteer for fundraising events, attend school board or other school meetings, or sign up to be the class parent.

Parent meetings are another great way for families to be involved. These meetings provide opportunities to exchange ideas, strategies, and resources are crucial to student success.

Eight grade families have the opportunity to plan the 8th grade promotion.

School Communication

ParentSquare is the school's primary communication tool. Class and school calendars along with all school communication is delivered through ParentSquare.

Family contact information, including the phone numbers and email addresses of all families who choose to be included is available on ParentSquare. ParentSquare offers parents the option to keep your contact information private. This information is for school use only and may not be used for mailing lists, promotion of business, religious, or other advertisement purposes. We understand that contact information can change during the school year. BSCS relies on families to keep their contact information current in ParentSquare and with the office. Missing communication from the school can lead to students getting behind and to missed adventures!

Sibling Policy

Big Sur Charter Schools Sibling Policy is one that considers the safety and needs of students, faculty, and families, while supporting parent participation and ensuring that both teacher and parent volunteers can focus entirely on the children in the classroom and during other school-sponsored events.

- Siblings may accompany parents to school events that are open to the public.
- Siblings may attend classroom activities with their parents at the discretion of the individual teacher. Please make prior arrangements with the teacher.
 - Siblings are not allowed when parents chaperone field trips, Coastal Stewardship classes or other school organized events.
- Siblings are not allowed when parent volunteers are in the learning classroom.

Fundraising

The purpose of the fundraising policy is to ensure that all fundraising efforts on behalf of the Big Sur Charter School (BSCS):

- Are consistent with the school's mission
- Comply with state and federal laws
- Are properly accounted for
- Directly impact the students of BSCS

Fundraising makes it possible for BSCS to provide programs aligned with the school's mission such as Coastal Stewardship, Art and Community Learning Partners programs.

Written permission from the school director is required if:

- Any individual or organization wanting to solicit funds or property on behalf of BSCS
- Any individual or organization, whether or not affiliated with BSCS, wishes to use any BSCS database, contact list, or communication channel to solicit funds or property to solicit fund on behalf of BSCS
- Any use of the BSCS name, brand and logo for fundraising activities

It is the intent of the BSCS Board that all fundraising events or programs should strive to incorporate practices that are in keeping with the mission of BSCS.

All gifts and donations will be accepted by the BSCS Board of Directors during regular Board meetings.

The school Director shall oversee and support all BSCS fundraising activities. Specific responsibilities include, but are not limited to, developing the annual fundraising plan in collaboration with the Board of Directors.

Family Giving

Family giving is a great way to directly impact students. The Board recommends contributions from each parent at the level of \$50 per educational month per student for families of two students or less, and \$20 per educational month per student for families with three or more students. Please note that donations are strictly voluntary. No student's enrollment status will be impacted, nor will the student incur any other penalties if the family does not donate.

Drop-off, Pick-up and Parking

- Wave Street/Cannery Row is the safest place to park and either walk your student up to the Learning Center or let them out.
- Please drop-off & pick-up your student on time.
- There is no supervision before 9 am or after classes end.
- If your student is in TK/K-grade 4, please sign your student in and out.
- Please wait in the courtyard for classes to begin or end. Be mindful of the noise as some classes may still be in session.
- There is no parking in either of the lots for any reason.
- No stopping in the red zone - it blocks the crosswalk making it unsafe for pedestrians.

Lunch and Snack

- Zero waste as possible
- Send lots of food, reusable water bottle and utensils. If you need to drop a lunch off after school starts, please bring it to the office.

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INSTRUCTIONAL PROGRAM

Big Sur Charter School's academic program provides educational opportunities in multiple environments - home, learning center, and community. The amount of time spent in any one learning environment is determined by grade level, with transitional kindergarteners spending more time learning at home, and eighth graders spending more time learning at the learning center and in the community.

At the learning center, kindergarten through eighth grade students work in small classroom settings with credentialed teachers using a comprehensive curriculum that meets Common Core Standards. Focus subjects are:

- Math (K-8)
- Language Arts
 - Reading (K-2)
 - Written expression (3-8)

In addition to their learning center classes, all students participate in Coastal Stewardship classes, our environmental education program.

On days students are not at the Learning Center, they continue to learn at home under the direct supervision of parents/guardians, using curriculum and resources provided by the school. Focus subjects are:

- Language Arts - Grammar, vocabulary, reading or writing depending on grade
- Social Studies
- Science
- PE
- Math (TK)

Parents/guardians are responsible for ensuring that students engage in educational activities assigned by the School on each of the days of the regular school calendar in order to be considered in attendance on that day.

The school year is divided into ten (10) Learning Periods (LP) with a maximum of 20 school days each. For students in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be no more than twenty (20) school days.

Big Sur Charter School recognizes that travel can provide students with important life experiences that enhance their education. If a student is to be absent for more than a week, arrangements must be made with the student's teacher to avoid a Report of Missed Assignment. Failure to do so may result in a Report of Missed Assignment meeting to determine if Intendent Study is in the best interest of the student.

Big Sur Charter School offers a full home education option when extenuating circumstances exist. Requests must be submitted in writing and approved by the School Board.

Participation in the learning center classes ensures that students meet the rigorous academic state standards that collaborative work and group discussions becomes challenging in a home setting. The full home education program is strongly discouraged once a student reaches 3rd grade.

Families participating in this option will not have access to PE or Coastal Stewardship classes, due to class size and requirements of the Learning Center Program.

Once approved, families meet weekly with their teacher of record. At this meeting, weekly work will be evaluated for time value for attendance purposes and assessments may be administered. All work is to be graded by the parent. Ungraded work will be sent home and can be presented to the teacher at the next meeting.

Teacher Qualifications

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 School Director by email, director@bigsurcharterschool.org, or by phone, 831-324-4573, to obtain this information.

Coastal Stewardship

The Coastal Stewardship Program is an integral part of Big Sur Charter School. Students in grades TK-8 participate in weekly outdoor education classes led by our Nature Specialist and held in various locations throughout Monterey County. The program goals are age and grade specific, with the academic rigor progressing along grade level.

Art

All BSCS students participate in a weekly art class. While the class framework is based on the Visual and Performing Art standard, students are encouraged to follow their artistic passions.

Curriculum

All students are provided school selected California standards-based curriculum. A copy of the curriculum list is available in the main office and on our website. All materials are the property of BSCS and must be returned in good condition at the end of each year or as required by the resource library. Parents agree to pay for all lost or damaged materials

Assignments

Each Learning Period students receive a Home Study Guide (HSG) from their teacher. The HSG is a monthly plan that defines the content and assignments to be taught and graded at home by the parent or guardian, and has weekly turn in dates for assignments.

Each week, completed and graded HSG assignments are turned in along with the Assignment and Work Record (AWR). The AWR is a weekly record completed by the student to monitor completion and mastery of content in the Home Study Guide. Ungraded HSG assignments will be sent home and must be resubmitted within five (5) days to make up for any lost attendance.

Students also receive instruction and assignments from teachers during learning center classes. These assignments are graded and reported by the teacher.

Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. We understand that part of growing up is to test boundaries. For that reason, when addressing academic dishonesty, the first step will be a conversation with the teacher and or school director explaining the importance of doing one's own work, and being honest. If a second conversation is warranted, the parents will be notified, and the student shall be subject to discipline, up to and including suspension or expulsion from Big Sur Charter School.

8th Grade Stewardship Camp

Participation in Stewardship Camp requires that students be in good academic and behavioral standing. Good academic standing is defined as having the equivalent to at least all C's and having maintained full attendance

for LP's 6-10. Good behavioral standing means that students are following the school expectations:

- Be Respectful
- Be Responsible
- Be Safe
- Be Your Personal Best

Attendance

As a nonclassroom-based school attendance at BSCS is assignment based. Students must complete all HSG and learning center assignments to receive full attendance and to ensure that the following instructional minutes are met:

- 36,000 minutes in kindergarten (equivalent to approx. 3.4 hrs/day)
- 50,400 minutes in grades 1-3 (equivalent to approx. 4.8 hrs/day)
- 54,000 minutes in grades 4-8 (equivalent to approx. 5.1 hrs/day)

Completed HSG and learning center assignments are evaluated monthly by the teacher for attendance purposes. The teacher may deduct attendance days if, in his/her professional judgment, the work does not represent sufficient instructional time. Ungraded/incomplete work may be sent home and must be resubmitted within five (5) days to make up for any lost attendance.

Report of Missed Attendance (Involuntary Removal)

Per the Independent Study Policy, when any student fails to complete their assigned work during any Learning Period, the School Director or his/her designee shall conduct an evaluation to determine whether it is in the best interest of the student to remain in independent study. A student may miss six (6) assignments in any given LP and still receive full attendance. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim student record.

A Report of Missed Attendance evaluation may also be conducted if the student is not making adequate academic progress. The evaluation can include the following supportive strategies:

- A required meeting between student, parent/guardian and supervising teacher to create a plan to support the student and/or parent.
- Possible strategies to support the student's learning such as individual or small group tutoring, parent coaching, or other methods to support the student's success.

The Administration shall take any information presented by the parent/guardian into consideration when determining whether it is in the best interest of the student to remain in independent study. Additional factors to be considered include but are not limited to the following:

1. Student's grades at the time of the evaluation
2. Teacher observation/feedback
3. Standardized testing data
4. Student's progress in independent study curriculum

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

1. Place the student on attendance probation to be evaluated again at a later time,
2. Use other alternatives to improve attendance, or
3. Find that it is not in the student's best interest to remain in independent study.

If the Administration finds that it is not in the student's best interest to remain in independent study, then the student shall be involuntarily removed from Big Sur Charter School pursuant to state law and charter school procedures.

Report of Missed Attendance for Special Education Students

If a Report of Missed Assignment Evaluation is needed for a Special Education student, the IEP team will be notified and an IEP meeting will be held to determine if independent study is an appropriate placement.

Grading

Parents are responsible for grading all HSG work according to the grading scale below. Ungraded work will be sent home to be graded, but must be returned within five (5) instructional days for the student to receive credit.

Big Sur Charter School's evaluation scale seeks to measure students' understanding of academic content but also, and maybe more importantly, the effort students put into learning the content and their academic growth. Students receive grades at the end of each Learning Period based on content mastery.

Evaluation Scale Kindergarten through 5th Grade

4 = Expert- Student understands content well enough to thoroughly teach it to someone else.

3 = Practitioner- Student requires minimal support and makes few mistakes.

2 = Apprentice- Student is starting to understand the content but requires moderate support.

1 = Novice- Student is starting to learn the content but does not understand it yet.

0 = No work turned in

Report Cards and Progress Reports

BSCS will provide monthly access to progress reports via the student portal. Report cards are sent home at the end of each school year.

Report cards are a combination of the grades they receive from parents on home education assignments and their teachers on learning center assignments. While the teachers ultimately determine final grades, parent input is key to fully evaluating a student's academic progress.

To assist the teachers in determining a student's final grade and reflect on progress made during the school year card process, parents are required to complete a report card form at the end of the year.

State Testing

Every publicly funded school is required to administer standardized tests to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Student non-participation in these tests can seriously impact the school's funding allocation and renewal of the BSCS Charter. BSCS expects all students in grades 3rd-8th to participate in required annual testing. Test scores are sent to parents and can be a useful tool in assisting families in measuring annual progress and planning curriculum. Schools are required to have a 95% participation rate; however, we cannot require students to take the test, but participation is highly encouraged.

Tests include:

- Physical Fitness testing for grades 5th and 7
- English Language Proficiency Assessments for California (ELPAC)
- State Mandated Standardized Testing for grade 3rd-8th

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.

Systems of Support

We understand that not all students learn at the same rate, and even the most skilled students hit bumps in the road – it's called learning! For this reason, we use a multi-tiered system of support (MTSS) to support students' academic and behavioral needs. MTSS models include universal screening of all students, multiple tiers of intervention delivery, a collaborative problem-solving approach, and uses data to inform decisions at each tier. Intervention delivery is based on individual students' academic, social, and behavioral needs. Teachers meet weekly to discuss the progress of all students. As part of MTSS interventions, students have access to small group tutoring, receive focused support during class time, and families receive support and resources as needed.

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 7-12. 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.

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.

English Language Learners

The Charter School is committed to the success of its English learners and long-term English learners. 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.

Students identified as English language learners on the Home Language Survey are required to take the English Language Proficiency Assessments for California (ELPAC) each year. Students designated as English Learners will be monitored for progress in English language development and, when appropriate, recommended for ELL Reclassification.

The full policy will be made available upon request at the office.

Local Control and Accountability Plan (EC §§52060-52077)

Big Sur Charter School is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the school's spending plan. The LCAP must be approved before the annual budget can be adopted. Once the budget and LCAP are adopted at the local level, the Plan will be reviewed by the County Superintendent to ensure alignment of projected spending toward goals and services. The following are the eight State priorities:

1. Providing all students access to fully-credentialed teachers, instructional materials that align with State standards, and safe facilities;
2. Implementation of and student access to State academic content and performance standards;
3. Parent involvement and participation;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to classes that prepare them for college and careers; and,
8. Measuring other important student outcomes related to required areas of study.
- 9.

Big Sur Charter School will consult with its teachers, administrators, other school personnel, parents, and pupils in developing the LCAP.

Big Sur Charter School will hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan before adopting the LCAP.

Big Sur Charter School will post the approved LCAP on the school website and establish policies for filing a complaint of noncompliance under Education Code section 52075 using the Uniform Complaint Procedures. Information regarding the requirements for a LCAP and the complaint process shall be provided to pupils, parents, guardians, and employees on an annual basis.

CONDUCT & BEHAVIOR POLICIES

Behavior Expectations

- Be Respectful
- Be Responsible
- Be Safe
- Be Your Person Best, and
- Follow the Direction of Teacher and Chaperones

A large part of what we do at Big Sur Charter School is guide students to become well balanced members of their community. We understand that students come to us with a variety of experiences that have shaped who they are. Given that, each circumstance is treated individually and can result in a different response based on the frequency and severity of behavior and student's age. Our goal is to ensure all students feel safe and respected as they learn to navigate their community, and every effort is made to support students in examining and correcting behavioral missteps.

Society recognizes certain activities to be unacceptable, and laws are enacted to protect everyone's best interests. Most of these behaviors also find their reflection in California law. While each incident has its own circumstances, suspension and possible expulsion consequences are in effect regarding specific behaviors.

Level One

Minor physical contact, mild verbal abuse (saying shut up or calling someone stupid, for example), disrespectful/disruptive behavior, mild use of profanity, minor threatening behavior, accidental damage of property.

Actions & Consequences:

- Conflict resolution conversation, peer mediation with all concerned, restorative justice circle, repair harm.

Level Two

Repetition of Level One behavior, skipping class, willful damage of property, engaging in bullying, bringing a toy weapon to school (one which cannot cause harm), leaving school without permission.

Additional Actions & Consequences:

- Office referral.
- Parents notified by phone.
- Parent conference mandatory.

- An incident report will be written for the student's file, with a copy going to the parents.
- Possible behavior intervention plan created.
- Suspension and/or expulsion (depending on severity)

Level Three

Significant repetition of Level Two behavior, stealing, significant threatening behavior (using anything as a weapon), bringing an imitation of a weapon to school which might reasonably be mistaken for a weapon, serious physical abuse, serious use of profanity (such as swearing at a teacher).

Additional Actions & Consequences:

- A suspension report may be written for the student's file, with a copy going to the
- parents.
- Behavior intervention plan created.

Level Four

Stealing, drug possession or use at school functions, sexual misconduct, sexual activity, bringing a weapon to school (including all knives), tobacco use.

- Suspension, during which it will be decided what further action is needed, including community service, other forms of restitution, or expulsion.

The decision to suspend or expel will be based on the BSCS Suspension and Expulsion Policy. This may include activities to be completed at home with parental support. The full Suspension and Expulsion Policy will be made available upon request.

Cell Phones at the Learning Center

Cell phones must be turned off and kept in student backpacks until the end of their day at the Learning Center. If students need to be reached during the day please call the office, 831-324-4573, and a message will be delivered to your student. Cell phones that are not kept in a backpack will be taken to the office until a parent can accompany the student to pick it up.

Cell phones may be used:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to the student to possess or use the smartphone, subject to any reasonable limitation they may impose.
- When a licensed physician or surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student.
- When the possession or use of a smartphone is required in a student's individualized education program.

Staff/Student Interactions and Boundaries Policy

It is the policy of Big Sur Charter School that no teacher or other staff member will use corporal punishment against a student.

Corporal Punishment

Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

However, this policy does not prohibit the use of reasonable force and touching in self-defense or in the defense of another or to prevent damage to property. Briefly restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (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 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 (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;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, 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 staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member'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 staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff 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 employees 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, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor)

having crossed the boundaries specified in this policy, or has a strong suspicion of "grooming behavior," he or she must report the suspicion to the School Director or the Assistant Director promptly. "Grooming behavior" is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. "Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of "unacceptable behaviors" observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. When observant staff members call attention to a boundaries violation(s), the likelihood of harm is greatly reduced.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/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 in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent 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 Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor 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 Staff/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 must be very professional and pertaining 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 School Director 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 staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member 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.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

California Penal Code Section 11166 requires any staff member to immediately report this information or suspicion directly to your county child protective agency (CPS). The report shall be made by phone immediately, and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the School Director occurs after the phone-in report is made to the CPS.

Internal Investigations

The School Director will promptly investigate, report and document any allegation of sexual misconduct or inappropriate behavior.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

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.

Community Code of Conduct

The purpose of this Code of Conduct is to ensure that all members of the Big Sur Charter School ("BSCS," "the school," or "Charter School") community treat and interact with each other in ways that demonstrate respect for themselves and others, and maintain a safe and hostile-free work and educational environment. Parents play a formative role in the development of their child's sense of justice, equity, and the dignity and worth of all members of our school community. As one of the most influential role models in a child's life, one of the best ways for a parent to teach is to lead by example. This Code of Conduct is intended to provide a set of general principles and guidelines to guide parents and guardians in their interaction with staff, students, parents and the wider Charter School community. _

This Policy applies to all members of the Charter School community: parents, guardians, other family members of students, and visitors and volunteers. It applies to both in person and online interactions. This policy applies to in-person interactions between Charter School community members on school grounds and at school sponsored events, as well as to telephonic, email, and other online interactions.

CONDUCT EXPECTATIONS

(a) When visiting or volunteering at the school, parents/guardians should observe all rules of the school, including checking in at the office. For purposes of school safety and security, the Director or designee may design a visible means of identification for visitors while on school premises. All visitors (including parents/guardians) are asked to comply with current mandated and recommended health and safety protocols.

(b) Charter School welcomes email communications from families. In today's digital age we understand that this is often one of the more convenient forms of communication. Charter School staff shall strive to respond to emails within three (3) school days. If you are communicating regarding an urgent or emergency situation, please contact the school office. If you find yourself sending multiple emails a day or week, we encourage you to consider whether it may be more effective and beneficial to schedule a meeting with the teacher/staff to discuss your concerns rather than going back and forth via email.

(c) Our teachers and staff are happy to schedule dedicated time to speak with families about their needs and concerns. That said, please be respectful of teacher and staff time and their duty to supervise and see to the needs of the students during the school day. If you would like to speak with a teacher or staff member, please avoid doing so without an appointment, especially if it is during drop-off or pick-up when the teacher's attention is most impacted.

(d) If a parent or guardian feels that the actions of another child have infringed upon the rights of their own child, under no circumstances shall the parent or guardian approach the other child while at school to address or chastise them regarding the situation. The parent/guardian may contact the classroom teacher or other administrator to report the incident. Alternatively, the parent/guardian may utilize the Charter School's General Complaint, Uniform Complaint, or Title IX/Harassment/Bullying Complaint processes as needed/applicable. These policies are available for review in the main office and on the school website.

(e) If a parent/guardian has a question, concern, or grievance regarding a teacher or other staff member, the parent/guardian should first attempt to resolve the issue directly with the teacher/staff member in question. Please remember that confrontations in public spaces, or around students or other parents/staff can disrupt the educational environment and should be avoided. Parents/guardians are encouraged to schedule a private meeting with the teacher/staff member, at a time and place where their concerns can be discussed thoroughly and the actions giving rise to such concerns can be explained. When emailing teachers, please note that you may not receive an immediate response. All staff will respond to email communications as soon as possible.

(f) If a satisfactory resolution is not reached at the lowest level, a parent/guardian may escalate their grievance to the Director by filing a written general complaint. Please refer to the Charter School's General Complaint Policy for the complete process. Grievances regarding specific educational programs or activities, or those based on a protected characteristic, may be addressed via the Charter School Uniform Complaint Policy and Procedures or Title IX Policy.

(g) All communications, whether oral or written, with other parents or school staff shall remain respectful and address the issues at hand. Yelling, taunting, threatening, or other abusive behavior, including cursing, foul language, or derogatory remarks are not acceptable means of communication. Parents are expected to resolve issues through civil and respectful discourse, tone, and body language.

(h) Parents/guardians shall be cognizant of setting a good example for students and maintaining a non-hostile educational environment. Derogatory or otherwise inappropriate comments against other parents or members of the school staff shall not be made in the presence of students. It is easy for opinion to be mistaken for fact and rumors to be perpetuated by inaccurate information and gossip. We request that families air their grievances and voice their concerns in a productive manner, and through the appropriate channels, as described within this policy and the Charter School's complaint policies.

STUDENT HEALTH & SAFETY

Big Sur Charter School believes that the health and safety of our students is a top priority. All students and staff will have the opportunity to review and practice safety procedures. A copy of the BSCS School Comprehensive Safety Plan is available on the school's website.

Vision, Hearing, Oral Health Assessments

Periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary. The School shall conduct health examinations of students as needed to insure proper care of the students.

Students enrolling in kindergarten or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement. During the kindergarten year, and in grades 2, 5 and 8, the School shall appraise the student's hearing and vision. The appraisal shall include tests for visual acuity, including near vision and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Classroom teachers are responsible for continuous and regular observation of the student's eyes, appearance, behavior, visual performance, and perception that might indicate vision difficulties.

Where a student's school performance begins to give evidence that the existence of the problem might be caused by a visual difficulty, the school will contact the parents.

A student's vision may be appraised by using an eye chart or any other scientifically validated photoscreening test. Photoscreening tests shall be performed, under an agreement with, or the supervision of, an optometrist or ophthalmologist, by the school nurse or a trained individual who meets requirements established by the CDE. The School will provide for the testing of hearing of each student enrolled in the school in kindergarten year, and in grades 2, 5 and 8. Pupils at risk of hearing loss are: those exposed to loud noises, including loud music, pupils that have been referred for testing by a parent or teacher, repeat tests for those pupils for whom there was a previously documented problem, pupils who have not had a hearing test for three years; and any student who has enrolled for the first time in the School.

The School will provide families of children who fail the hearing or vision tests with a written notification of the test results and recommend further testing by a specialist.

The vision and hearing evaluation is highly recommended, but optional.

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the School Director 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.

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	<p>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</p> <p>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 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.</p>
Child's Grade	List of shots required to attend school
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>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 (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Medical Exemptions

Starting in 2021, a law enacted by Senate Bills 276 and 714 requires new medical exemptions to be issued using a State database and a standardized medical exemption form. Medical exemptions issued using the California Immunization Registry-Medical Exemption website (CAIR-ME) are the only medical exemptions schools and pre-kindergarten facilities can accept from students entering a new grade span in 2021 and beyond. Medical exemptions issued starting January 1, 2021 are subject to CDPH review and may be revoked.

Valid medical exemptions on file for a student prior to January 1, 2021 may remain valid until the student enrolls in the next grade span, typically at kindergarten (or transitional kindergarten) or 7th grade.

Medications at School

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

In order for a student to be assisted by the school nurse or other designated Charter School personnel in administering medication, Charter 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 BSCS assist the student in the matters set forth in the statement of the authorized health care provider.

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.

For student safety, all medication to be administered at school must be in the original manufacturer's container and labeled with:

- Student's name and the name of the medication.
- Dosage of medication.
- Method by which the student is required to take the medication.
- Time the medication is to be taken during the regular school day.
- Date(s) on which the student is required to take the medication.
- Authorized health care provider's name and contact information.

A copy of the full Policy is available upon request at the main office.

Mental Health Resources

Big Sur Charter School is committed to ensuring that all students are healthy, safe, engaged, challenged and supported. We know 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, school violence, and even suicide. 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: To make certain each child's mental health needs are addressed the Charter School offers counseling services. Please contact the office at 831-324-4573 for more information.

Special education services – if you believe your child may have a disability, you are encouraged to directly contact Aimee Alling at 831-324-4573 to request an evaluation.

Available in the Community:

- [Prevention and Early Intervention \(PEI\) Resources and Supports \(Spanish\)](#)
- [Community Human Services - Mental Health](#)
- [First 5 Monterey](#)
- [Interim, Inc.](#)
- [Monterey County Behavioral Health](#)
- [Harmony at Home](#)
- [The Village Project](#)
- [Center for Community Advocacy](#)
- [Central Coast Citizenship Project](#)
- [United Way Monterey County](#)
- [Bereavement Support](#)
- [Programs for Moms](#)

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.

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.

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 reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

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:

Aimee Alling, School Director
304 Foam Street, Monterey, CA 93940
831-324-4573

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 School Director.

School Safety Plan

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

Campus 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.

Youth Suicide Prevention

The Board of Directors of Big Sur Charter School ("BSCS" or the "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with BSCS and community stakeholders, BSCS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating BSCS's strategies for suicide prevention and intervention. BSCS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The full is available on our website, <https://www.bigsurcharterschool.org/resources>, or upon request.

COMPLAINT PROCEDURES

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.
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 School Director.

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 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:

Aimee Alling, School Director
Title XI Officer,
(831)-324-4573; director@bigsurcharterschool.org
304 Foam Street, Monterey, CA 93940

Complaints against the Director must be filed in writing with the following Compliance Officer:

Board Chair
(831)-324-4573; bscsboard@bigsurcharterschool.org
304 Foam Street, Monterey, CA 93940

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

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 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. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if 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 School Director.

General Complaints

Not all complaints fall under the scope of the UCP. Many concerns are the responsibilities of the local school district, including, hiring and evaluation of staff, classroom assignments, student advancement and retention, selection/provision of textbooks and materials, student discipline, provision of core curricula subjects, facilities, graduation requirements, homework policies and practices, use of general education funds and dress codes. For complaints that do not fall under the UCP or Title IX parameters please refer to the Charter School's General Complaints Policy, located on the school website.

Title IX, Harassment, Discrimination, Intimidation and Bullying

Adopted/Ratified: August 17, 2018

Revision Date: April 12, 2023

It is the policy of Big Sur Charter School (the "School") to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Big Sur Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Title IX, Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of 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 historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived 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, the 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. BSCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom BSCS does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. BSCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. BSCS complies 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.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

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

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____

Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the 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

Signature of Complainant

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____

Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the 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

Signature of Complainant

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____