

## **INTRODUCTION**

### **Mission**

Restoring education to the Hopland community is essential to a thriving future for Hopland students, families, and our greater community. Shanél Valley Academy (SVA) is a culturally responsive, community school where all students are valued and supported. SVA students will be prepared to lead and successfully participate in our rapidly changing multicultural society, they will contribute to the community with creative solutions and a resilient, culturally competent and collaborative mindset.

### **Vision**

SVA envisions a future in which all children are honored with equitable access to high quality education that results in success in community and career. At SVA, youth voices contribute in valued and meaningful ways to the realization of a thriving and resilient community. SVA will empower all students to become critical thinkers, innovative problem solvers, and effective leaders through a dynamic and collaborative curriculum. SVA partners with families and the community to provide a program that reflects student needs and celebrates diversity. Innovative learning opportunities for students at SVA will include access to outdoor education, blended-learning, native and community school gardens, science, agriculture, technology, engineering, art and math integration, with strong support for multilingual students. Curriculum and instructional practices will reflect the needs of the diverse student population of Hopland, promote equity and prepare culturally competent, well-rounded, lifelong learners. At SVA we develop our STRENGTHS, design a common VISION, and together we ACHIEVE.

### **What is a charter school?**

Charter schools are independent public schools which have some operational flexibility in exchange for more accountability. The "charter" is the five-year contract that establishes the school under the oversight of a district, county, or the state. The school is established as an independent organization from the charter authorizer, with governance established by its Articles of Incorporation and by-laws. All charter schools are tuition-free, open to all students, and non-sectarian. Like all public schools, charters receive state funding for each child enrolled in the school. Many also seek grants and donations to augment their programs.

## GOVERNANCE

Shanél Valley Academy is a non-profit 501(c)3 organization incorporated in the State of California and recognized by the Internal Revenue Service. It is governed by a volunteer Board of Directors as established by the bylaws. The bylaws are guided and defined based on our charter.

The Board of Directors provides overall governance, including setting significant policies for 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 Principal. Where possible the Board focuses on establishing what ultimate outcomes will be achieved by the School, while the Principal, staff and/or committees focus on how to achieve those outcomes.

The Board's primary responsibilities include, but are not limited to:

- Define or refine, consistent with the School's charter, the School's mission, values and vision.
- Set strategic direction and goals.
- Select and support the charter school Principal, and review his/her performance.
- Adopt policies to ensure that the School is run effectively, legally, and ethically.
- Approve and monitor the operational budget and finances for long-term viability.
- See that adequate funds are secured for the operating and capital needs of the school.
- Monitor academic achievement.

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 the Brown Act open meeting regulations. The agenda is developed by the Board President in concert with the Principal and Board Secretary and is posted on the Shanél Valley Academy website and outside of school in advance of each meeting. Parents may submit agenda items for discussion by notifying the Principal at least one week before the meeting.

## COMMUNICATION GUIDELINES

We value our partnership with each of our families and encourage clear, kind, and direct communication in order to sustain the partnership so that we can provide the very best academic program and support for your child. If you have a general inquiry, please email [info@shanelvalleyacademy.com](mailto:info@shanelvalleyacademy.com) or call the main office.

### **Communication with Families about Student Academic Progress:**

To facilitate communication between families and teachers about students' behavioral and academic growth and support, the School provides the following opportunities for reporting and discussion:

- Report Cards and Progress Reports: Standards-based report cards and progress reports will be sent home at the end of each trimester.
- Parent/Family Conferences: Twice each year the school will hold conferences for families to discuss student progress and plan ways to best support the student. Conference attendance is required.

- School Electronic Newsletter: The school will send a weekly newsletter to parents/guardians via ParentSquare to provide information about significant school developments, upcoming events and activities. Printed copies are also posted each week and available in the main office.
- Teacher’s Monthly Email: Teachers will distribute a monthly email to families via ParentSquare to update them on key learnings from the week and any announcements.
- ParentSquare: All staff members have ParentSquare accounts and will make their best effort to respond to parent inquiries within 48 hours. Because we spend most of the school day with students, this is the best method of contact.
- Phone: Families can expect to receive periodic voicemail from the school.
- Text messages: Families can expect to receive periodic text messages from the school.
- Meetings by appointment: Every staff member is available to meet with families; parents/guardians can make appointments by sending an email or calling the school. Short drop-in conversations before and after school may be also possible, however appointments are strongly recommended.
- Mandated communications: Parents of English Learners will also receive mandated communications on reclassification per Title III through annual English Language Proficiency Assessments for California (ELPAC) testing results. Parents of students with Individualized Education Plans (“IEP”) will receive reports according to the plan specified in each IEP.

**Email Correspondence:** The purpose of email correspondence between parents and our school is to provide direct and efficient communication for the sharing of information. If you would like to discuss something in greater depth, please make an appointment for an in-person meeting.

**Procedures to Address Student Concerns:** If you have a specific concern or question about your child, please contact your child’s Teacher first because they interact with your child on a daily basis and know them best. If you have any questions or concerns about behavior or school culture please contact our Principal.

**Emergencies:**

Our priority during an emergency is to keep our campus safe. Here is what will happen in the event of an emergency:

- We will share information with families via phone call or text blast via ParentSquare. Please make sure your updated contact information is in our system. If there is an incident on or near our campus, please stay at home and wait for instructions from our Principal or designee. We need the public to stay away while we secure our campus and account for all students. When it is safe to come to the school, you will be contacted.
- After an emergency incident, we may need to change the way we dismiss students. You may be asked to present a photo ID. Please wait for instructions from School Leaders before coming to campus.

**PARTNERSHIP BETWEEN FAMILIES AND SHANÉL VALLEY ACADEMY**

Having a strong and engaged volunteer parent community is vital to Shanél Valley Academy's success and to the success of each SVA student. We hope to build supportive and effective relationships in the service of our children's academic, social, and emotional development.

**Homework:**

SVA believes it is important for the family to support and encourage the learning process, but that the learning process should primarily occur in the classroom. As reading is the only aspect of "homework" that has proven to increase academic skills, SVA focuses on asking parents to have structured reading time at home in the evening.

Nightly Reading Expectations:

- Transitional Kindergarten & First Grade: 10-15 minutes
- Second Grade: 15-20 minutes
- Third – Sixth Grade: 20-30 minutes

If teachers feel supplemental work at home can assist any particular student they will work one-on-one with that child's family to provide differentiated material.

Students will only come home with traditional homework if they are unable to complete work provided during class time or missed work for various reasons.

**SVA Parent Advisory Committee ("PAC"):**

The Parent Advisory Council is the parent organization for SVA and supports the school to achieve its mission and vision and to build a stronger community. The PAC supports the school in engaging families in ways that build community, leverages the skills of our talented parents, and better meets the needs of our diverse community.

The PAC is made up of committees that offer parents a broad set of opportunities to support our school. Each month, the PAC President and Principal hold a PAC meeting. The goal of the PAC meeting is to keep a collective pulse on parent activities, and to collaborate on decisions that affect the whole community. These meetings are open to all in the SVA community. We welcome all parents to get involved in these committees. If you are interested in joining a committee, please email [pac@shanelvalleyacademy.com](mailto:pac@shanelvalleyacademy.com).

*Note: While the PAC has been established to encourage parent involvement in the School, it does not replace opportunities for parents to discuss concerns or interests directly with the teachers, Principal, or the Board of Directors. Further, no parent or guardian is required to participate in PAC and participation will not impact a student's enrollment or admission status.*

## **STUDENT HEALTH & WELL-BEING**

**Breakfast, Lunches and Snacks:**

The school provides breakfast and lunch to all students for free each school day. Breakfast and lunch

provided will be nut-free. School meals are an essential part of our school program and our focus on a strong school community. It is a time when students sit with their classmates and practice engaging in conversation while enjoying a meal. We are pleased to be able to offer free, nutritionally-adequate, meals to all SVA students, through our onsite meal service program. This includes breakfast, lunch, and after school snack (if staying past 3:30 pm in the afterschool program). Each month we will post a calendar in ParentSquare or cafeteria that shows what will be served.

- School Breakfast Program: Recognizing that a healthy breakfast is essential to getting our student's learning experience off to a great start every day, we strive to provide every student with a breakfast they will enjoy. Breakfast menus include a variety of items such as cereal, pancakes, waffles and breakfast sandwiches, as well as fresh fruit and fruit juice and skim or low-fat milk. ~~TK—6th grade students are served Breakfast in the Classroom (BIC).~~
- National School Lunch Program (NSLP): Lunch is not only an opportunity to recharge energy levels, but also to allow students time to relax and enjoy social time with their peers. Lunch meals include a variety of sandwiches, salads, home-style items like pastas, baked chicken, and healthy pizza made with whole grain crust and reduced fat cheese. Those entrees are supplemented with fresh and cooked vegetables, fresh fruits and fruit juice and skim or low-fat milk.

#### **Food Allergies:**

If your child has a known food allergy or dietary restriction, please let our office staff know immediately. If your child needs access to an Epi-Pen or other allergy medication in case of a reaction, you will need to submit a medication authorization form to the office. Please contact the front office for more information.

#### **Student Medication:**

Whenever possible, students should receive medication during non-school hours. If necessary, medication given at school will be dispensed by the Office & Attendance Secretary / Health Tech. Please see additional information regarding administration of medication during the regular school day outlined in Student Policy #8 available in the office and the SVA website.

#### **Technology:**

All students will be provided with a Chromebook for use in the classroom and during any independent study learning days. Please see additional information regarding student use of technology and internet outlined in Student Policy #5 available in the office and the SVA website.

#### **Vaccinations:**

State law requires that all children entering or continuing attendance at elementary school be immunized against certain diseases. Parents/guardians must submit proof of these immunizations to the School. These requirements can be waived only if a properly signed health exemption is filed. According to Senate Bill 277, as of January 1, 2016 parents may no longer obtain a personal belief exemption. The School will provide families with the most up-to-date information on immunization requirements and how to document that these requirements have been met or waived.

Under Senate Bills (SB) 276 and SB 714 (Pan, 2019), all new medical exemptions for school and child care entry must be issued through CAIR-ME(California Immunization Registry – Medical Exemption website)

beginning January 1, 2021. Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.

**Illness or Injury During the School Day:**

If a child becomes ill or injured during the school day and is not well enough to stay in class, the child’s parent/guardian will be called to pick the child up. Please make sure that we have updated phone numbers on your child’s Emergency Contact Form on file in the office. If your child has an emergency, we must be able to reach you – if you move or change your phone number(s), please let us know immediately.

**Student Support Services:**

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. If you have any questions about special education services or eligibility, please contact the SVA Principal.

S.S.T.: The Student Study Team (SST) brings together the human and programmatic resources to support students having difficulties in school by seeking positive solutions for maximizing student potential. This is a concentrated solution-seeking meeting where all the needed persons, including the parent/guardian and at times the student, are present at the same time to explore strategies to develop an intervention plan involving home, school, and community.

If you have any questions, please reach out to the SVA Principal at [kmac@shanelvalleyacademy.com](mailto:kmac@shanelvalleyacademy.com).

**ATTENDANCE POLICIES**

California law requires that all children between the ages of 6 and 18 attend school every day. It is the parent or guardian’s responsibility to ensure that a child gets to school every day. Regular absences can be detrimental to a child’s academic progress. For each day a child does not attend school, SVA loses vital state funds that help to run the educational program at school. If a child is sick and cannot participate at school or has a communicable illness, it may be best for the child to stay at home to rest and recover. Students are required to make up any and all work missed during their absence.

Please see the complete SVA Attendance Policy for further details about excused/unexcused absences, the truancy process, and Independent Study Policy.

**Drop-Off and Pick up Procedures:**

Families have two options

1. Park and walk: Park in the staff parking lot or east dirt parking area, and drop-off or pick-up students by walking them safely across the loop driveway. When parking, please be mindful to avoid blocking the driveways of any neighbors. Please do not park in front of the school, this is a fire lane.
2. Curbside Drop-off/Pick-up: Parents can line up their vehicles by turning into the looped driveway. Wait until other cars clear out. Do not leave your car parked in the fire lane.

**Early Pick-up:**

In order to pick up a child prior to the normal dismissal time, the parent/guardian must check-in at the

school office to sign out the student.

**Permission to Walk Home:**

Parents and/or guardians can complete a form that allows their child to walk home at the end of the school day without the parent/guardian being present. Students are never allowed to leave school before the end of the school day without being signed out and picked up by a parent and/or guardian.

**Authorization to Pick-Up and Emergency Contact Information Form:**

Every student must have a complete and up-to-date Pick-Up and Emergency Contact Information on file in the school Office. Students may only leave campus with adults listed on the authorized pick-up and emergency contact form. To permit a parent or caretaker not on your child's authorized list to pick him/her up, the office must receive a signed written note or email granting permission. The person picking up your child will be required to show a photo I.D. and provide their contact information before leaving the school with your child. Send emails to [office@shanelvalleyacademy.com](mailto:office@shanelvalleyacademy.com)

**CLIMATE FOR LEARNING & GROWTH**

At SVA we strive to create a culture of community built on caring and nurturing relationships so that students and all members of the community feel a sense of belonging and responsibility. We strive to create an environment that is engaging, warm, and conducive to learning. SVA fosters a commonality of purpose and a sense of cohesiveness among parents, school staff, and the community-at-large.

**Social Emotional Learning Programs:**

Our school values are B.E.A.R.:

1. B – Be Aware
2. E – Effort
3. A – Accountable
4. R – Respectful

SVA will offer a robust set of social emotional programming including Restorative Justice Practices, Mindfulness, Social Emotional Learning Curricula, and Positive Behavior Intervention Systems. SVA will also focus on cultivating rich student relationships.

**Goals & Outcomes:**

- To promote equality through a code of conduct that is understood by all students and applied fairly
- To ensure a safe learning environment for our students
- For students to understand the consequences of their actions and to take responsibility for them
- To maximize instructional minutes thereby giving our students access to a quality education
- To teach the school's core values and to determine what it means to be a responsible citizen
- To provide the skills necessary for students to self-regulate and choose appropriate behavior

Our small school setting focuses on positive school culture and inclusion, and a commitment to a system of continuous improvement is foundational to our school culture. At SVA we develop our STRENGTHS,

design a common VISION, and together we ACHIEVE. This motto applies to our school culture, climate and discipline practices as well.

**Report Cards – Personalized Learning Portfolios:**

SVA uses Personalized Learning Plans (PLPs) instead of report cards to provide parents with a periodic assessment of how students are doing in school. All SVA students are assessed early in the year to establish baseline levels. Teachers make every effort to schedule a parent conference and meet with each parent/guardian at the beginning of the school year. Parents/Guardians are encouraged to talk to their child’s teacher about any questions or concerns they may have about their child.

Parents/Guardians can also request a parent/teacher conference at other times during the year. If a student is identified as not meeting adequate grade level content standards, a parent/teacher conference is called to develop an educational plan that would be closely monitored by the parent and teacher during the school year.

**Expanded Learning Program:**

The SVA Expanded Learning Program is available to all families at SVA until 5:30 pm daily. The program is free for all families. During this time, students will be able to engage in a range of [enrichment](#) activities. [In addition, teachers operate an academic assistance program everyday except Wednesday for students with intervention needs.](#) SVA operates a 21st Century/ASES program, ~~please refer to the Expanded Learning Program Handbook.~~

Hours of operation are from:

TK – 3<sup>rd</sup> Grade: M,Tu,Th,F / 2:10pm – 5:30pm and Wed 1:10pm – 5:30pm

4 – 6<sup>th</sup> Grade: M,Tu,Th,F / 2:55pm – 5:30pm and Wed 1:10pm – 5:30pm

*\*The Expanded Learning Program also runs from 1:15pm – 5:30pm on any scheduled school minimum day. Our Expanded Learning Program will begin on the first day of school for all registered families, and will run on all applicable school days. [To complete your registration for the Expanded Learning Program, please sign the attached handbook. If you do not plan to use the program for the entire school year, please contact the school as soon as possible to inform us of your decision.](#)*

**Establishing a Positive School Environment:**

SVA recognizes that students do not learn in isolation, but rather through interaction with teachers, peers and their school environment. It is part of SVA’s mission to provide and foster positive interactions and relationships between students and their fellow students, educators and the community in general. In order to achieve this goal, SVA has implemented a data-driven approach to school discipline through restorative practices (“RP”) and avoids traditional zero-tolerance discipline procedures.

SVA also aligns school-climate goals with the Positive Behavior Interventions and Support (PBIS) framework and a commitment to restorative practices in its discipline policies. Each classroom, teaching team collaboratively establishes norms for behavior and conditions supportive to learning. These B.E.A.R. expectations are stated in the positive behavior support policies and classroom norms, and they are generated through in-class discussion at the beginning of each year. These are reviewed and revised as needed.

Practices at SVA include, but are not limited to:

1. Incident Reporting



- a. We track students' behavior patterns through an online data system so we can have a deeper understanding of the details about each incident, where the incident takes place, and what time the incident takes place. This allows our student support team to plot data to better understand behavioral patterns, allowing for specific intervention to be implemented.
2. Restorative Meetings
    - a. When a student has done harm to another or did not follow the B.E.A.R expectations, they are have a chance to repair harm and restore their relationships. This process usually involves the Principal, Teacher, Counselor and/or other support staff that is needed, and students may need time to reflect and so they are given a think sheet that uses restorative questions to promote behavioral self-awareness. Once they are ready, we set meetings, have students work together to create agreements going forward, and always include families in this process as needed. Think sheets may be sent home so the parent and student can work on the behaviors together depending on the incident.
3. Disciplinary Meetings
    - a. When a student has a major behavioral concern that cannot be addressed with other restorative interventions, or if they are having continual behavior issues, a disciplinary meeting is usually set. Families are included, as well as teachers, the counselor, and other critical adults, so that as a team we can look at what the need is below the surface of the negative behaviors. We follow a process with families and check back on progress as the students move forward.

**Bullying:**

Shanél Valley Academy does not tolerate bullying or intimidation of any kind and will respond to such instances in accordance with its disciplinary procedures. Students and families are asked to submit any complaints of discrimination, hazing, harassment, bullying or retaliation to the Principal. See copies of Suspension and Expulsion Policy, Uniform Complaint Procedures, and Title IX, Harassment, Intimidation, Discrimination and Bullying Policy available in the office and the SVA website.

**Code of Conduct:**

The purpose of SVA Code of Conduct is to create an environment in which all students can reach their full potential. To do this, staff, students and parents must work together to create a respectful and safe learning environment. Through our code of conduct we will maximize instructional time for students to reach their academic potential and continually engage students in dialogue concerning what it means to be an exemplary SVA citizen.

## **VOLUNTEERS & VISITORS**

Parent and volunteer involvement can make the difference between a good school and a great school. At SVA, there are many ways that family and community members can participate and contribute, based on each volunteer's availability, skills or interests. Please note, visitors will be limited to those deemed essential by the school and must meet the requirements established in the volunteer policies.

**Volunteer Responsibilities:**

SVA encourages each family to volunteer in any way possible each year. We hope that all our families will be able to bring their talents and enthusiasm to the school. Parental involvement is not a requirement of enrollment or acceptance.

We ask all parents/guardians to complete a volunteer form upon enrollment or at the first yearly PAC meeting to identify your interests and availability and match them with opportunities to make volunteering at SVA a fun and rewarding experience. Volunteers opportunities will be communicated via ParentSquare throughout the year.

Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall receive a background check and clearance prior to volunteering. Volunteers shall also have on file with SVA a certificate showing that the person submitted to a tuberculosis risk assessment.

Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign an agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.

Volunteers shall follow and be governed by all other guidelines indicated elsewhere in the Volunteer and Visitation Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

**Visitation:**

Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Principal or designee.

All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.

SVA 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.

Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office. The Principal, 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.

Visitors shall follow and be governed by all other guidelines indicated elsewhere in the Volunteer and Visitation Policy.

**Volunteer Opportunities:**

During the year, parents can learn about specific volunteer opportunities via the weekly newsletter, through PAC meetings and committees, via room parent newsletters and emails from the volunteer coordinator. Questions about volunteering should be directed to the Principal.

### **Parent Fundraising at SVA:**

Parent fundraising is essential to SVA success. SVA annual calendar of fundraising events and activities provide a range of opportunities and ways for families to participate, such as securing or bidding on auction items at the Annual Cinco De Mayo Festival, getting your child to participate in the Read-a-thon and other events throughout the year.

The PAC works closely with the Principal and the Board President to raise funds towards SVA's overall annual goal and fundraising priorities. The annual fundraising target for SVA is established by the Board of Directors with input from the Principal during the budget development process. The PAC is responsible for SVA's school fundraising events throughout the year.

### **Volunteer Driver Requirement:**

Any parent or adult driver that is a volunteer driver for the school must have a current "Volunteer Driver Requirements and Agreement" form on file which includes the necessary documentation and meets all of the volunteer requirements listed above.

## **GENERAL POLICIES**

### **Birthdays:**

If a student wishes to celebrate a birthday with his/her classmates please notify the class teacher so that she can designate a specific day and time. The student may bring a small, non-food gift (such as stickers, pencils, or erasers) for each child in his/her class. If a student wishes to bring a healthy birthday snack, notify the classroom teacher at least 3 days in advance, bring enough for each child in the class, and provide items that are ready to serve and do not require extensive clean-up. See suggestions in the SVA Health and Wellness Policy.

### **Photographs and Videos of Students**

SVA staff, volunteers, or media outlets may take photos, audio recording or videos for professional learning purposes, school publications, displays, the website, news stories, or other such purposes. Students may appear in photographs, audio recording or video recording that may appear in print, online, radio or television. Students may also record video using tools to be shared internally with their classmates. If you object to having your student being recorded or photographed, please provide a letter notifying the school of your request via mail or email to [kmac@shanelvalleyacademy.com](mailto:kmac@shanelvalleyacademy.com).

### **Online Learning Etiquette: Help Us Preserve Privacy**

In order to preserve student and staff privacy, please share these protocols with your students:

- Please do not take any photos or screenshots or record any online classes or activities involving other students. Student and staff privacy is protected under the Education Code.
- Never post pictures or videos of students who are not your own, on social media, even if it is to provide a compliment.

### **Electronic Devices:**

Student use of cell phones, apple watches, music players, hand-held electronic games, tablet computers, and other electronic devices are prohibited during the school day unless they are distributed by the teacher as part of a planned lesson. If a student must bring any of these items for use during after-school hours, the item must be kept in the student's backpack and turned completely off during the

school day. Any electronic device in use during school hours will be confiscated and returned only to a parent/guardian at the end of the school day.

**Smartphone devices may be used:**

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or principal of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or principal .
- When a licensed physician or surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

**Toys at School:**

Except for pre-approved items brought for a school lesson, toys (such as dolls, stuffed animals, vehicles, playing cards, action figures, etc.) are not allowed to be brought to school for use during the school day. Students should not bring any items from home to share with other students.

**Alcohol and Illegal Drugs:**

At no time may students, staff, parents or visitors possess or use alcohol or illegal drugs while on the SVA campus during hours when children are present.

## **Commitment to Shanél Valley Academy**

We commit to a partnership between teachers, families, and students to provide the best possible education for our students. In order to achieve our very ambitious goals, we must work together.

### ***Shanél Valley Academy's Commitment***

1. Personalized Learning Portfolios – SVA will work with each student and family to create a personalized learning plan based on our definition of the content and skills that are necessary “to be an educated person in the 21st century”.
2. Curriculum – SVA will offer a Transitional Kindergarten thru Sixth Grade curriculum in accordance with the approved Charter. SVA will carefully prepare all curricular materials for each subject and grade level to determine what will be appropriately rigorous, engaging, and personalized for the student population. SVA curriculum will be aligned with the Common Core Standards and California standards. Curricular materials will provide a grade-level and age-appropriate curriculum that provides the information to prepare all students to succeed in the 21<sup>st</sup> century.
3. Instruction – SVA will provide more than the minimum number of instructional minutes of classroom instruction required under state law. SVA teachers will use a combination of personalized, blended learning, and project-based learning. SVA teachers will rely on evidence to continually improve their teaching methods. SVA will provide appropriate support and multiple opportunities for professional development each year.
4. Homework - SVA is committed to only providing at-home learning activities that are relevant and developmentally appropriate in an effort to allow SVA students and families to maximize their time together.
5. Communication – The Principal, Teachers, and Office Staff at SVA will provide consistent means of communication through email, online systems and annual parent-teacher conferences. SVA teachers will provide regular reports on student progress and SVA teachers and staff will be available to respond to parents’ inquiries and concerns. They will respond to any such parent inquiries or concerns in a timely manner, typically within 3 school days.
6. Visitation – SVA encourages parents to volunteer at school functions and participate in their child’s class. To volunteer with SVA, parents must provide a valid photograph identification, a negative TB test (within the last 3 years) and pass a criminal background check (fingerprinting).

### ***The Family's Commitment***

1. Timeliness/Attendance – I understand that every school day is important and that it is my responsibility to get my child to school every day on time. If my child needs to miss school, I will contact the school. I will also try not to schedule appointments during school hours and I will not schedule family vacations during school time.
2. Support & Homework – I will always help my child in the best way I know how, and I will do whatever it takes for my child to learn. I will insist that my child reads or is read to every night and I will encourage my child to fill out the reading log weekly.
3. Communication – I will make myself available to my child and his/her teachers. I will return phone calls from school staff in a timely fashion. I understand that if my child is struggling academically or behaviorally, I may receive frequent phone calls from the school so that these

behaviors can be addressed as soon as possible. If I am asked to attend a meeting regarding my child's education or behavior, I will make every effort to be there.

4. Special Learning Needs – If my child has an Individual Education Plan (“IEP”), I understand that it is required that I meet with the program specialist in the first 30 days of enrolling for the first time so that my child can begin his/her school year with all the needed services recommended on the IEP. I understand that a failure to provide new or updated information to SVA could result in a delay in my child receiving his or her services and may impact my child's progress in school.
5. Instructional & Social Emotional Learning Program – I will do my best to support the educational and Social Emotional Learning Program of the school and the policies spelled out in the Family Handbook. I understand that my child will receive small group, whole group, and supplemental instruction and, at times, have projects or presentations that he or she may need to complete at home.

### ***The Student's Commitment***

1. My Best Effort – I understand that my education is important, and I will always work, think, and behave in the best way I know how and do whatever it takes for my fellow students and me to learn. I will be brave and take on challenges as they come. I will set goals for myself and strive to reach these goals.
2. Attendance and Timeliness – I will come to school every day on time.
3. Homework – I will complete my reading every night.
4. Communication – I will raise my hand to ask for help if I do not understand something. I will make myself available to my teachers and parents about any concerns they might have.
5. SVA Values – Each day, I will live the SVA B.E.A.R Values: Be Aware, Effort, Accountable, Respectful. I will follow all expectations so that our school is safe and to make sure that everyone has a chance to learn.

Enrollment Agreement

We acknowledge by our signature below, that we have read, discussed, understand and agree to abide by the expectations outlined in the “2024-2025 Shanél Valley Academy Student-Family Handbook” including the “Appendix A: Annual Notifications”, and “Appendix B: Complete and Full Board Policy Annual Notifications”.

Student Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

Expanded Learning Enrollment Agreement

We acknowledge by our signature below, that we have read, discussed, understand and agree to abide expanded learning expectations outlined in the “2024-2025 Shanél Valley Academy Student-Family Handbook” including the “Appendix C: Early Release Policy”, and hereby enroll in the program.

Student Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date





## **Appendix A: Annual Notifications**

Public schools, including charter schools, are required to provide annual notification to inform parents of certain school policies and laws. Shanél Valley Academy (referred to as “School”, “SVA”, or “Charter School”) complies with this requirement by providing families with an annual notification in the Family Handbook each school year as an appendix.

### **AVAILABILITY OF PROSPECTUS**

Upon request, SVA 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, SVA may charge for the prospectus in an amount not to exceed the cost of duplication.

### **CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (“CAASPP”)**

SVA annually administers required state testing to the applicable grades. (e.g., the California Assessment of Student Performance and Progress) Notwithstanding any other provision of law, a parent’s or guardian’s written request to the School Leader to excuse his or her child from any or all parts of the state assessments will be granted. Please submit requests to the office (may take up to 3-5 business days).

### **TEACHER QUALIFICATION INFORMATION**

Any parent may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals. Requests must be submitted to the Principal in writing. Requests can take up to 5 business days.

### **CHILD FIND**

SVA is 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. SVA 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 Mendocino County 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. SVA 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. 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 School Leader.

### **ORAL HEALTH ASSESSMENT**

Students enrolled in kindergarten in a public school 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 office if you have questions about this requirement.

### **FREE AND REDUCED PRICE MEALS**

SVA participates in the National School Lunch Program, School Breakfast Program, and the Afterschool Snack Program. SVA will provide nutritionally adequate meals each school day for students. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Wellness Policy is available at the School office and online.

### **NONDISCRIMINATION STATEMENT**

SVA brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. SVA is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. SVA wishes to stress that it is the responsibility of every member of the SVA community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the SVA community to actively promote appropriate school and workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated.

SVA does not discriminate against any student or employee 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 status or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. SVA 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").

SVA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title IV, VI, and VII (race, color, or national origin), The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The School 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. 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 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. 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:

Principal Kristi McCullough  
1 Ralph Bettcher Drive  
Hopland, CA 95449  
(707) 744 – 1485 ext. 102  
[principal@shanelvalleyacademy.com](mailto:principal@shanelvalleyacademy.com)

## **PUPIL RECORDS, INCLUDING 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 5 business days after the day the School receives a request for access. Parents or eligible students should submit to the School Leader 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 Leader 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 School Leader 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 principal , supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School board. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service of 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, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. 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:
  - a. Family Policy Compliance 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 —

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. 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 pupil intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, 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 hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. 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;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. 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;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. 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 pupil'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 Charter School

for student and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by Charter School; and/or

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

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. 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
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. 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 Front Office at: [office@shanelvalleyacademy.com](mailto:office@shanelvalleyacademy.com). A copy of the complete Educational Records and Student Information Policy is available at the School office and online.

#### **SECTION 504**

SVA 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 that substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of the School’s Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education Under Section 504 is available at the School office and online.

### **SURVEYS ABOUT PERSONAL BELIEFS**

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

### **EDUCATION OF FOSTER CHILDREN AND YOUTH**

The Charter School has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Education of Foster Youth Policy is available at the School office and online.

### **HOMELESS STUDENTS**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

- 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; are abandoned in hospitals;
- 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;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 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 School Liaison. School Liaison: The Founding Leader or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Julie Alvarez  
1 Ralph Bettcher, Hopland CA 95449  
707-744-1485  
julie@shanelvalleyacademy.com

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

- Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in, and have a full and equal opportunity to succeed at Shanél Valley Academy.
- 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.

- 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.
- 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.
- Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy;
- Parents/guardians and any unaccompanied are fully informed of all transportation services, as applicable.
- Charter School personnel providing services receive professional development and other support;
- The 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.
- 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 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.

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 and at least twice annually. This complete Policy is also available at the School office and online.

### **ENGLISH LEARNERS**

SVA 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.

### **MENTAL HEALTH SERVICES**

SVA 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 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 available to your child:

#### Available on Campus:

- School-Based Counseling Services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with our counselor. Our counselor supports students 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 Charter School or by an outside provider listed in this letter, are voluntary.
- Special Education Services – if you believe your child may have a disability, you are encouraged to directly contact the Principal to request an evaluation.

#### Available in the Community and 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.

#### **PARENT AND FAMILY INVOLVEMENT POLICY**

The Charter School aims to provide all students in our school significant opportunities 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 in the School Office and online.

#### **CALIFORNIA HEALTHY KIDS SURVEY**

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five whose parents or guardians provide 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.

#### **AVAILABILITY OF HEALTH INSURANCE**

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low cost. Medi-Cal enrollment is available year-round. Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: <https://www.coveredca.com/>



## **Appendix B: Complete and Full Board Policy Annual Notifications**

**Board Policy #2 - Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**  
**Board Policy #2 - Title IX Complaint Form**

**Board Policy #4 - Uniform Complaint Policy & Procedures**  
**Board Policy #4 - Uniform Complaint Form**

**Board Policy #8 - General Complaint Policy**  
**Board Policy #8 - General Complaint Form**

**Board Policy #9 - Staff and Student Interaction Policy**

**Student Policy #2 - Suicide Prevention Policy**

**Student Policy #5 - Internet Use and Technology Policy**

**Student Policy #9 - Suspension and Expulsion Policy and Procedures**

**Student Policy #10 - Admission/Enrollment Policy and Procedures**  
**Student Policy #10 - Admission/Enrollment Complaint Form**