



**CALIFORNIA**  
VIRTUAL  
**ACADEMY™**  
@ Fresno

California Virtual Academy @ Fresno  
Parent/Student Handbook  
2020-2021

California Virtual Academies\*  
50 Moreland Dr.  
Simi Valley, California 93065  
Tel: (805) 581-0202  
Fax: (805) 581-0330  
[www.caliva.org](http://www.caliva.org)

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*Policies and procedures listed in this handbook may be changed at the discretion of CAVA @ Fresno without prior notice. Any alterations to this document will be communicated to affected parties via email. A copy of this handbook will be posted on the Parent Portal on School Pathways. This copy will be updated as needed.*

*This Parent Student Handbook and all policies herein was reviewed and approved by the charter school board on DATE.*

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## WELCOME TO THE CALIFORNIA VIRTUAL ACADEMY

Welcome to the California Virtual Academy @ Fresno (or CAVA as we like to say!). This handbook is designed to help you begin and continue your relationship with our school. Members of the CAVA @ Fresno faculty and administration developed this handbook with input from students and their families. Its purpose is to clarify expectations; something we believe is an important step at the beginning of any new relationship.

California Virtual Academy @ Fresno is a unique form of public charter schools. Thus, for a good part of the time, we will work together remotely. Over the many years of successfully collaborating with our dedicated students and families, we have discovered that two-way regular communication, a shared understanding of expectations for all, and standing by our mutual commitments ensures academic achievement for our students and builds trust within our school and community. We compiled this handbook in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact the California Virtual Academies offices in Simi Valley, and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

California Virtual Academy @ Fresno  
50 Moreland Dr.  
Simi Valley, California 93065  
[www.caliva.org](http://www.caliva.org)  
Tel: (805) 581-0202  
Fax: (805) 581-0330

California Virtual Academy @ Fresno does not discriminate based on age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, foster status, ancestry or marital status, in any of its policies, procedures or practices. Concerns or questions can be directed to April Warren, Head of School.

# THE CALIFORNIA VIRTUAL ACADEMY: AN OVERVIEW

The California Virtual Academy @ Fresno is part of a network of public charter schools. As of May 2020, we have nine schools in the state of California. CAVA @ Fresno serves approximately 1100 students in grades TK-12. Each of our schools serves students in the county where the charter was authorized, as well as any county that is adjacent to it. Today we serve students in forty-five of California's fifty-eight counties. We hope to one day serve students in every county in the state of California.

Each of our schools is a public charter school that is funded by state tax dollars and governed by California charter school, independent study, and applicable federal laws.

Each of our schools has a Board of Directors comprised of parents and community members who are passionate about providing additional educational options to the students of California. The Board of Directors of the California Virtual Academy @ Fresno has entered into an educational products and services contract with K12, Inc., a Virginia-based education curriculum company.

Parents can access School Accountability Report Card for CAVA @ Fresno by visiting the website: <http://cava.k12.com/who-we-are/school-accountability-report-card>. Hard copies are available upon request through the CAVA office.

Our school office is in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the California Virtual Academy @ Fresno faculty work from their homes and live within driving distance of the students in their class whenever possible, thus enabling them to build a local school community in their area.

## **OUR MISSION STATEMENT**

The mission of California Virtual Academy at Fresno is to foster relationships and build a community of engaged learners through dynamic, high-quality instruction. Working in partnership with students, parents/learning coaches, teachers, and leaders, we will ensure instructional excellence and high standards for student achievement.

## **OUR VISION STATEMENT**

California Virtual Academy @ Fresno envisions offering the students of California a charter school that uses innovative technology, a rigorous and award-winning curriculum, individualized learning plans for each student, and accommodations to foster different learning styles; and access to a top-quality education focusing on mastery of the California-adopted Common Core State Standards. California Virtual Academy @ Fresno envisions offering an educational support system that provides students with a learning partnership including the student's family and a California-credentialed teacher, and the ability to learn at their own pace, explore their interests, and achieve their highest academic potential.

California Virtual Academy @ Fresno believes parents are integral in the acquisition of knowledge. By co-investing in our students' learning, the school's support system works to strengthen family values, promote character, and provide skill mastery using technology and the K12 curriculum.



## **EXPECTED SCHOOL-WIDE LEARNER OUTCOMES**

*California Virtual Academies are schools where every student grows and connects.*

### **Engaged learners who:**

- Grow academically in the areas of mathematics, reading, language arts and writing
- Integrate effective internet and multimedia resources to broaden their knowledge base and enhance their learning process
- Develop lifelong learning skills

### **Critical thinkers who:**

- Are exposed to grade level curriculum
- Express concepts and ideas in a variety of forms
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness

### **Global citizens who:**

- Appreciate the value of diversity
- Demonstrate awareness of the importance of cultural sensitivity and historical contributions necessary for the 21st century

### *SCHOOL PILLARS*

The School Pillars are the driving force behind student success at CAVA, and beyond. They have been developed from the student's perspective and illustrate the importance of students being an integral part of their educational team.

#### Clear Sense of One's Purpose:

- The staff at my school take a personal interest in my success
- Someone at my school cares about me
- My school keeps me motivated to reach my potential

#### Holistic Plan for Success:

- My teachers and school staff help me build on my strengths and work with me to overcome my weaknesses
- My teachers and school staff know my interests and help me set future goals
- My school works with my family and me to create an Individualized Learning Plan

#### Responsive, Relevant Learning Experience:

- I know doing well in school matters for success in my future career
- My teachers and school staff make learning interesting and relevant to my future interests

- My school provides me with courses and instruction that will meet my graduation and post- graduation goals

#### Results-Driven Achievement:

- By measuring academic progress, my school is ensuring I have the skills I need for life after graduation
- By measuring academic progress, my school is ensuring I have the skills and core knowledge I need to graduate
- My school gives me the support I need to be successful on my standardized assessments

#### Committed Culture and Community:

- The staff at my school will not let me give up
- My personal successes and growth are celebrated at my school
- The staff at my school know, support, and care about me and my achievement

#### *THE CAVA FACULTY*

We believe that a collaborative relationship between you and your assigned California Virtual Academy @ Fresno teacher(s) is at the heart of a positive learning environment. Each of our teachers has a laptop computer, access to the K12 curriculum materials, and professional development on the subjects of technology and the K12 curriculum. Your California credentialed teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic or technical in nature. Your teacher has the following responsibilities:

- Maintain regular office hours
- Help students, learning coaches and parents use the Online School
- Loan students necessary K12 curriculum materials as available/needed
- Help learning coaches with daily instruction for students using the K12 curriculum as appropriate
- Conduct regular conferences with parents and students to discuss academic progress
- Conduct regular in-person and virtual meetings with students, learning coaches and parents
- Regularly collect and review student work, and provide constructive feedback
- Respond to all emails and telephone calls within 24 hours (during normal business hours)
- Provide at least 24 hours' notice if a conference must be canceled or rescheduled
- Inform students, learning coaches and parents of school updates/information
- Host school outings or sponsor school enrichment opportunities
- Administer state-mandated assessments
- Provide encouragement and support in all areas of student learning and achievement
- Provide instruction via online classroom for individuals, small groups, or large groups based on student instructional needs
- Administer various academic assessments as part of the ongoing evaluation of progress and content mastery
- Model best practices to support daily student instruction

- Provide individualized instructional support for students who may be struggling, need enrichment, etc.

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## 2020 – 2021 SCHOOL CALENDAR

First Day of School	August 20, 2020
Labor Day	September 7, 2020
End of Quarter 1	October 22, 2020
Veteran's Day	November 11, 2020
Thanksgiving Break	November 23 – 27, 2020
Winter Break	December 21 – January 1, 2021
School Resumes	January 4, 2021
End of Quarter 2/Semester 1	January 15, 2021
Martin Luther King's Day	January 18, 2021
Teacher In-Service Days (student non-instructional days)	January 19 – 22, 2021
President's Day	February 15, 2021
End of Quarter 3	March 26, 2021
Spring Break	March 29 – April 5, 2021
CAASPP Testing (State Testing)	April 26 – May 28, 2021
Memorial Day	May 31, 2021
Last Day of School	June 10, 2021

## ENROLLMENT

The California Virtual Academy @ Fresno is a public school of choice.

CAVA @ Fresno' student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the California Virtual Academy @ Fresno. We strongly encourage our families to attend a parent information session in their area or online to learn more about our school before they decide to enroll. Additionally, all families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the CAVA schools' program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at [www.caliva.org](http://www.caliva.org), call our school office at (805) 581-0202, or send an email to [info@caliva.org](mailto:info@caliva.org).

There is no discrimination in the admission of students to the school based on race, creed, color, national origin, handicapping condition or gender. CAVA @ Fresno provides a free, appropriate public education (FAPE) to all its students. All students, however, need to be able to meet the enrollment requirements. All students (under the age of majority) are required to have a designated adult, "learning coach," present to assist and monitor the student during the school day. Learning coaches are required to engage with the teaching staff as necessary and ensure all aspects of the student's educational program requirements are met. Learning coaches are not required to be fluent in English.

CAVA @ Fresno will enroll students in grades TK-12 for the 2020-2021 school year. Student enrollment forms for the California Virtual Academy @ Fresno are available online at [www.caliva.org](http://www.caliva.org). Enrollment packages must be completed in full and submitted with all required documentation before enrollment acceptance.

Questions regarding the status of your enrollment should be directed to the CAVA @ Fresno offices. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA), however enrollment will not be delayed or postponed if it is not provided. A member of the Special Education department will contact you to ensure proper placement of your student in our program.

Concurrent enrollment in another public or private school is prohibited at the California Virtual Academy @ Fresno and will result in a withdrawal. This does not include college-level course work. Please refer to enrollment requirements on pg. 15.

## **FEES**

The Governing Board of California Virtual Academy @ Fresno recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including additional computer peripherals, assistive technologies, and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the educational program.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

## ENROLLMENT REQUIREMENTS

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California Virtual Academy @ Fresno is a full-time independent study program (school) offered to students in grades TK-12 who reside in one of the counties CAVA @ Fresno serves. We use the K<sup>12</sup> curriculum to provide a high-quality program to our students. Enrollment applications are received online and are not complete until a Master Agreement is signed by the parent, teacher, and student. All families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the CAVA schools' program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at [www.caliva.org](http://www.caliva.org), call our school office at (805) 581-0202, or send an email to [info@caliva.org](mailto:info@caliva.org).

Parents wishing to enroll their children in CAVA @ Fresno must:

- Complete the application and provide required documents to the office within 30 days.
- All information on the application must be true and correct. If misrepresentations are made, or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in the revocation or halting of enrollment.
- Ensure student is only enrolled in CAVA @ Fresno and not concurrently enrolled in another school, public or private (unless prior permission is given for a junior college).
- Provide a learning coach who agrees to continuously supervise and engage in the academic support of the student during regular school hours.
- Have a working phone number, email account, and internet access at all times while enrolled
- Ensure that student is in good standing with previous school district.
- Understand and agree that students will be enrolled in their age-appropriate grade level unless the previous school has officially approved a retention or promotion.
- Understand and agree that the student's educational program will be at the direction of the assigned CAVA @ Fresno teacher(s), lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.

To maintain enrollment in CAVA @ Fresno parents agrees to:

- Be responsible for ensuring that the child is attending school (actively engaged and completing CAVA @ Fresno assigned lessons) for 4-6 hours per day (varies by grade level) including attending required live instructional sessions and in-person assessments, as assigned.
- Inform CAVA @ Fresno of any changes in contact information within 48 hours (email, phone, and physical address)
- Attend regularly scheduled meetings (phone, in-person, and online) with CAVA @ Fresno teacher and student; meeting requirements vary in manner, frequency, and duration based on the grade and needs of the student.

- Students are required to participate in face-to-face conferences with teachers and school staff, via in-person meetings or two-way video conferencing, which requires the use of a webcam.
- Be available during regular school hours and CAVA @ Fresno working hours to meet with teachers and staff.
- Maintain a learning log to be provided to the teacher upon request, adhering to the attendance policy in the Parent/Student Handbook.
- Abide by the official school calendar.
- Request and receive approval for a travel plan from the CAVA @ Fresno teacher two (2) weeks before any extended family travel (more than one week/5 school days).
- Submit completed assignments and work samples to teacher by given due dates.
- Ensure the child is participating appropriately in the instructional program which may include:
  - Completing assessments as needed.
  - Participating in online classroom sessions as assigned for educational support.
  - Attending in-person, school-based assessments.
- High School students must maintain a course load of at least 30 credits each semester. All high school students are required to be enrolled in a minimum of 6 courses in addition to online learning.
- Work in partnership with assigned teacher(s) to identify and support student when academic issues arise.
- Make student available for federal and state testing as needed.
- Respond to all calls and emails from teacher or staff within 48 hours via phone or email.
- Treat teachers and staff with respect. This includes but is not limited to:
  - Refrain from using rude language (including profanity, yelling, or badgering).
  - Refrain from threatening teachers and staff.

*“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student’s withdrawal from CAVA @ Fresno. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll in the California Virtual Academy @ Fresno for the remainder of the current academic year and one academic year following.”*

\*\*Parents and guardians retain all rights under CA education code 60615: “Notwithstanding any other provision of law, a parent’s or guardian’s written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted.” Questions regarding this or other California Assessment of Student Progress and Performance questions can be directed to [testingquestions@caliva.org](mailto:testingquestions@caliva.org).



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# GENERAL INFORMATION

## **NOTICE OF LANGUAGE ASSISTANCE SERVICES FOR PARENTS**

California Virtual Academy @ Fresno provides families with free language assistance services with respect to information about school programs and activities. All parents and guardians of CAVA students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

### *REQUESTING AN INTERPRETER*

California Virtual Academy @ Fresno has contracted with an over the phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services in a timely manner.

## **INDEPENDENT STUDY MASTER AGREEMENT (ISMA)**

California independent study regulations require that any student enrolled in the California Virtual Academy @ Fresno have a signed Independent Study Master Agreement (ISMA) on file for each year they are enrolled. The student, the parent/guardian, and the CAVA @ Fresno teacher must sign the ISMA. Additionally, should a learning coach other than the parent/guardian be responsible for instruction, he/she must also sign the ISMA. Please work with your teacher to ensure that your child's ISMA is signed promptly. Failure to provide a signed ISMA before each school year will result in your child's withdrawal from our program due to this state requirement.

## **ADMISSION**

State Law requires a child to be five years of age by September 1st to start Kindergarten. Children that do not meet the age cut-off for kindergarten are eligible to enroll in our Transitional Kindergarten program. A child is eligible for Transitional Kindergarten if the child will have his or her fifth birthday between September 2 and December 2.

Students who turn five after December 2, but on or before the first day of Semester 2, are eligible to enroll in the Transitional Kindergarten program provided that the Head of Schools or his/her designee determine that the admittance is in the best interest of the child, the parent/guardian is given information about the effect of this early admittance, and there is available space in Transitional Kindergarten. Students that are approved for Transitional Kindergarten enrollment based on these guidelines are eligible to promote to kindergarten at the end of the school year.

A student must be age six by September 1st (or have completed one year of kindergarten) to start 1st grade.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his or her IEP.

## **IMMUNIZATIONS**

California law requires that an immunization record be presented before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox)
- TDAP (pertussis) (The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.)

The school's verification of immunizations is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

The parent provides a signed doctor's statement verifying that the child is to be exempt from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

Current California law allows students who do not have complete immunizations to enroll in CAVA. The school is required to collect and report immunization information for all newly enrolled students and for students entering 7<sup>th</sup> grade.

Any child leaving the United States for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

## **PHYSICAL EXAMINATIONS**

All students are to have completed 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 under Health and Safety Code Section 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. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. CAVA recommends that children undergo a yearly speech, hearing, and eye examination.

## **THE K12® CURRICULUM (K12 CURRICULUM)**

Students enrolled in the California Virtual Academy @ Fresno use the K12 curriculum as its foundational coursework. This curriculum was developed and is maintained by K12, Inc. of Virginia. The California Virtual Academy @ Fresno has selected the K12 curriculum for both its superior quality and the fact that it both meets and exceeds the Common Core State Standards. The K12 curriculum covers six subject areas in grades K-8 (Math, Language Arts, Science, History, Art, and Music), with more than 600 lessons per grade level. Additional subjects and course offerings are available in CAVA's High School program. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks, etc. For more information about the K12 curriculum, please visit [www.k12.com](http://www.k12.com).

## **THE ONLINE SCHOOL (OLS)**

The Online School is a critical component of the internet-based CAVA @ Fresno program. The Online School provides a portal for parents to access daily assignments, course content, track their student's progress, maintain contact with their teacher (via email), submit student work, and more.

Students will also access live and recorded instructional sessions through the Online School. These sessions may be required as assigned by the teacher and identified on the student's quarterly assignment path.

Access to the Online School requires a connection to the Internet through an Internet Service Provider (ISP). Parents of newly enrolled students will create a username and password during the online enrollment process. Returning parents/students will use their same username and password from the prior school year.

## **OBJECTIONABLE MATERIALS**

There may come a time when you find certain lessons in a unit of study, certain books, or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to K12 directly using the feedback button on the Online School.

## **CONFIDENTIALITY**

Every effort is used in maintaining the confidentiality of students attending the California Virtual Academy @ Fresno. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is encrypted and can only be decrypted by another party employed or assigned by

CAVA @ Fresno. Student files are accessible only to employees of CAVA @ Fresno who have an interest in the education of its students. Learning Coaches and students should be careful not to share their K12® Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the OLS has been compromised, the parent should use the tools provided in the Online School to change their username and password. Also, parents are advised to avoid using personal information in emails. For example, using a student's first initial is preferred to using a student's first name.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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 45 days after the day the California Virtual Academy @ Fresno receives a request for access.

According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of a California Virtual Academies administrative staff member. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Education Code Section 56043(n): *"The parent or guardian shall have the right and opportunity to examine all school records of the child and to receive complete copies within five business days after a request is made by the parent or guardian, either orally or in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session pursuant to Chapter 5 (commencing with Section 56500), in accordance with Section 56504 and Chapter 6.5 (commencing with Section 49060) of Part 27."*

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 California Virtual Academy @ Fresno to amend a record should submit this request in writing to the Director clearly identifying the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the 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.*

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

*Exceptions which permits disclosure without consent include: 1) Disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, consultant, or contractor outside of the school who performs an institutional service of function for which the 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 school official in performing his or her tasks. A 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. 2) Disclosure to officials of another school or 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. 3) Disclosure to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.*

4. FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's educational records. However, the school may disclose "directory information" without written consent, unless you, the parent of eligible student, have advised the school in writing that you do not want all or part of the directory information disclosed. If you do not wish to have your child's directory information disclosed, please submit your request in writing to [admin@caliva.org](mailto:admin@caliva.org).

The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Directory information could include a student's name, telephone listing, student and/or parent electronic mail address, address, grade level, participation in officially recognized activities and sports, and degrees, honors, and awards received.

Examples of when directory information may be disclosed include:

- Shipment of computer and school materials to and from the student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- School publications
- School directory

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal law requires the school to provide military recruiters, upon request, with three directory information categories – names,

addresses and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student’s information disclosed without prior written consent.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the California Virtual Academy @ Fresno to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

### **THE LEARNING COACH**

The California Virtual Academy @ Fresno requires that a responsible adult be at home during school hours to supervise the instruction of each student. As a learning coach, you can expect to spend an average of 4 to 6 hours per day supporting your student (depending on student’s grade level). This time commitment includes direct instruction in the TK-8 grade levels, with additional time needed for daily or weekly lesson preparation. A student’s successful progress requires daily learning coach commitment to and engagement in the discipline and organization required to manage a first-class education.

As a learning coach at CAVA, you agree to the following expectations, which were initialed on your student’s enrollment paperwork when you enrolled your student in CAVA @ Fresno:

- I understand that I am enrolling my student in a public school with daily attendance requirements that I am expected to meet.
- I understand that public school enrollment includes participation in the required state testing program.
- I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it.
- I expect to have the guidance and support of a credentialed teacher in implementing the K12 curriculum with my student.
- I understand that adequate and continuing student progress is an expected part of the CAVA @ Fresno program in addition to the required attendance hours logged.
- I understand that I am to participate in regular phone, online classroom and in-person conferences with my student’s teacher and that I will submit student work regularly and as requested by the assigned teacher.
- I understand that the teacher will conduct academic assessments to evaluate mastery and with instructional decisions.
- I understand that the teacher will provide research-based instructional interventions and enrichment, as deemed appropriate for my student’s academic success.
- I understand that it is my responsibility to secure an Internet Service Provider and that I may qualify for reimbursement according to the school policy.

### **CHANGE OF CONTACT INFORMATION**

Please notify your teacher should your contact information change and provide a proof of residence for your new address to be submitted to the CAVA office. Your teacher will notify the CAVA office, and we will update our records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address.

Parents are requested to update their account information in the Online School (OLS) should their email address change. Communication is often sent via email to the email address listed in the Online School (OLS), and thus we would like to keep this up to date.

### **CLASSROOM TEACHER ASSIGNMENTS**

We make all attempts to honor parent requests for classroom teacher assignments. If you have a special circumstance you would like to discuss, please contact the school administrator or principal.

Children may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

In some instances, a student may receive instruction from or be served by a teacher from a CAVA school other than the student's school of enrollment.

### **ACCOUNT SET UP**

Learning coaches receive a connection call from their assigned teacher within 24 hours of enrollment. During this phone conference, teachers provide learning coaches with valuable set up tips and additional school information, website login information, and the link to our valuable school's resources website.

Learning coaches receive a registration email from K12 that provides them with their secure registration ID to set up the Online School (OLS) accounts for both the learning coach and student (see Screenshot #1).

#### *OLS ACCOUNT - LEARNING COACH (LC) ACCOUNT SET UP*

Use the information in the email to complete the K12 online registration. During this process, if you use the "Setup OLS Account/Create Your Account" button, your registration ID will be entered for you and will automatically lead you to the Account Setup page (see Screenshot #2). There you can create the learning coach account. If you choose to setup your username and password from the OLS login screen, you can simply cut and paste your registration ID into the designated box, and you can easily create the learning coach account (see Screenshot #3). Once you create the learning coach account, you will be able to create your student account and login.

Please note that the registration ID is for the learning coach account only. Students do not need registration IDs to create their accounts.



## GETTING STARTED

Hi Family, Welcome to Maine Virtual Academy!

New beginnings are a special time and we are excited that you are part of our school community. In order for your student to begin school, you'll need to set up your Online School (OLS) accounts—one for yourself as the Learning Coach and the other for your student. Setting up this account is important for a successful school year.

[Set Up OLS Accounts](#)

Your registration ID is **A4E4-06J9**

The Online School (OLS) is where you and your student access daily lessons, assignments, Class Connect sessions, teacher announcements, and grades.

We are so pleased to begin this education journey with you and your child!

Sincerely,  
Maine Virtual Academy

Need Additional Help?  
[OLSR Help](#) | [Learning Coach Get Up Video](#) | [Student Get Up Video](#)  
 Call 1.866.512.2273



## Account Setup

Please fill out the form below.

**Choose a user name:**

Select our suggested user name:

jlearningcoach

Or create your own user name:

at least 6 characters long

**Password:**  At least 6 characters long.

**Re-enter password:**

**Password reminder question:**

**Answer:**

**E-mail address:**  We will send K<sup>2</sup> communications to this e-mail. We will not share your email with anyone else.

**Re-enter e-mail address:**

[Continue](#)

[Need Help?](#) [Account Setup Video](#) Call 1.866.512.2273

[Terms of Use](#) [Privacy Policy](#) [Copyright](#) [Accessibility Policy](#)





### Login To Your Online school

Log in now using your K12 online account. If you are a new user who would like to, please see our [getting started](#) page.

What are you trying to do?

**Have a registration ID?**  
Use your ID/Registration ID to setup your K12 account.

**Set Up Your Account**

Username:

Reset Password

Password:

Forgot Password

I have read and accept the [Terms of Use](#) and [Privacy Policy](#).

**Login**

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[Privacy Policy](#) [Technical Support Policy](#) [Terms of Use](#) [Accessibility Policy](#)

## Account Setup

In order to access the K12 Online school you will need to create an OLS account using your registration ID. Your registration ID is a series of numbers and letters that was sent to you:

- In the welcome email with the subject line "Welcome to the K12 Online School"
- In the Parent Portal next to your approved application

When you have located your registration ID, enter it below.

Registration ID:

**Continue**

[Need Help?](#) [Account Setup Video](#) Call 1.866.512.2273 [Terms of Use](#) [Privacy Policy](#) [Copyright](#) [Accessibility Policy](#)

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### *CREATE YOUR STUDENT ACCOUNTS*

During the Learning Coach Account setup process, you will have the opportunity to create your student Online School (OLS) login.

- If you do not setup your student account at this time, you may be prompted to set up the student account the first time you log in to the OLS. Click [here](#) to view instructions for student account creation using this tool.
- If not prompted, you can create the student account by clicking the My Account link within the OLS. Click [here](#) for instructions.

### *OLS ACCOUNT - STUDENT ACCOUNT CREATION WIZARD*

The Learning Coach (LC) will be presented with the Student Account Setup Wizard after signing the Privacy Agreement when first logging into the OLS.

**All students**, regardless of grade level, who are enrolled in a CAVA @ Fresno, are **required** to have an OLS student account.

If you have not already set up a student account, you will be presented with the Student Account Creation Tool. This tool walks the Learning Coach through the process of creating username(s) and password(s) for all their students. The Learning Coach will continue to receive this prompt until all students' accounts have been created.

Repeat the process until all student accounts have been setup. After all student accounts have been created, the Learning Coach will be taken to Online School Home.

**What if my student forgets his/her password?** Return to My Account at any time to create a *new password* for your student. To access this area, select your student's name from the **My Account** drop down menu in your Online School.

## Welcome to School Name

We are excited to start the school year with you!

As part of attending CAVA-LA, each student must create a unique username and password that will be used to complete all schoolwork in the Online School. By using their unique student account, your student takes accountability for their schoolwork and we are best able to help them in their individualized learning path.

Please take time to [create student account and passwords now](#).

Whenever your student completes schoolwork, they must do so after signing in with their student username and password.

As the Learning Coach, you will have your own username and password that enables you to work with your student, access your own kmail account, enter attendance, check progress, and help monitor your student's schoolwork.

We recommend you log into your learning coach account daily. While you are logged into your learning coach account you will have access to student and teacher guides. It is important you keep your password

Create Student Account

1. Click to begin account setup for your student(s)

## Create Your Student Accounts

Please create usernames for the following students:

Student Name	Username
Dylan Lopez	dlopez
Emma Lopez	<a href="#">Click here to setup username</a>

2. Click to setup username and password for this student

## My Account

**My Account**

**Student's Username**

\* Username:

\* Password:

\* Verify Password:

Preferred Name: Emma

Email: [qalestermail@k12.com](mailto:qalestermail@k12.com)

Home Phone: 438/780017

Shipping Address: 1801 Montevita Ct, #20  
Oxnard, California 93030-0607  
County: Ventura  
UNITED STATES

To update your address:

Virtual Academies & International Academy  
Virtual School Programs

Return to Home

3. Enter a Username and Password and then Verify Password

4. Click Save

## **ATTENDANCE**

Attendance is important to ensure the success of our students. If a student does not attend school, then a student cannot succeed in school. Attendance in the California Virtual Academy @ Fresno is documented by completing lessons in the Online School platform and submitting an offline worklog for any work completed offline on each school day. It is expected that students will log into courses, attend required Class Connect sessions, and complete assigned lessons daily.

Each day, students are expected to log into the online school to complete lessons and attend live Class Connect sessions as assigned by the teacher. This activity is documented automatically in the system and indicates engagement in school for that day. Days with zero (0) activity minutes recorded is the same as notifying CAVA @ Fresno that your child was absent that day. When the student completes work offline, the parent/learning coach must maintain a school supplied offline worklog as specifically directed by his/her assigned teacher, for each day of pre- approved offline work without accompanying online work. CAVA @ Fresno' compliance team will email a request for an offline worklog for any date on which the system has recorded zero (0) minutes activity. All offline worklogs must be submitted via the offline worklog survey to the assigned teacher at the conclusion of each school day or as requested by the assigned teacher. Also, the assigned teacher may request that the offline work notated on the offline worklog be submitted to him/her. If an offline worklog is not submitted, the teacher will not credit the student with attendance for that Fresno day.

For a student to receive attendance credit for a given school day, the student must be actively engaged in completing assignments given by the teacher on that Fresno day. Attendance for work completed must be documented in minutes of activity in the Online School every school day, or through an offline worklog submitted for work completed outside of the online school. Attendance should NOT be entered on weekends, holidays, or other non-instruction days. However, lessons can be completed at any time.

At the end of each learning period, the teacher evaluates the work or work products completed by the student and determines how many attendance days can be credited for the learning period. If the student did not complete all the required lessons in a learning period, the teacher would reduce the number of attendance days the student is credited. Parent and students should contact their teacher(s) with specific questions regarding which assignments are to be completed for each learning period.

The following are examples of acceptable reasons for not logging attendance in the online school:

- Student illness – no more than three (3) consecutive days. If the student is absent more than three (3) consecutive days, a doctor's note is required.
- Religious reasons
- Funeral – Attending funeral services for a member of student's immediate family, so long as the absence is not more than one (1) day if the service is conducted in California and not more than three (3) days if the service is conducted outside California.

Should the student not attend school for one of the above-noted reasons, the parent must submit written verification to his/her General Education teacher or guidance counselor for the absence to

be excused. Unexcused absences may result in the student's non-compliance with CAVA @ Fresno' enrollment requirements. Refer to the non-compliance policy below for details concerning actions related to non-compliance.

While attendance credit may not be earned retroactively, should a student have an excused absence, academic credit may be made up by completing work as directed and approved by his/her assigned teacher during the applicable learning period.

Absences from school interfere with the academic achievement of your child. Students who are absent three (3) or more school days in an attendance period; or five (5) or more cumulative days; or have missed two assignments (as defined in the non-compliance policy below) are subject to an evaluation to determine whether it is in their best interest to remain in independent study. In these cases, the CAVA administration may deem that enrollment in CAVA is not in the best interest of the student, and the student may be subject to withdrawal.

### **NON-COMPLIANCE POLICY**

California Virtual Academy @ Fresno is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and parent/guardians are not actively participating in our program and meeting our enrollment requirements.

Indications that a student is not actively participating in our program include non-attendance (three (3) or more days), missing or refusing to schedule meetings, being unable to contact, missing daily assignments, not logging into the OLS daily, and not meeting additional enrollment requirements.

For purposes of this policy, a student missing the equivalent of three (3) or more school days' worth of work in an attendance period will be found to have "one missed assignment." Students who have two attendance periods with "one missed assignment" will be found to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

The evaluation shall take place during an evaluation conference, which shall be conducted by the Principal or designee. The Principal or designee shall provide written notification to the parent/guardian or adult student of the evaluation conference.

For the purpose of this policy, a student missing two school appointments will be considered to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

A school appointment may be defined as conferences, classes, tutoring, any required testing appointments, special education meetings, etc.

In these instances, California Virtual Academy @ Fresno will:

- Contact the family by phone and email, requesting a resolution within 48 hours.

- If there is no resolution, additional attempts to contact the family again by phone will be made, and an email will be sent requesting a resolution within 48 hours.
- If the issue is not resolved, the administration is notified, and a letter is sent to the student's address on file notifying the family that an evaluation conference, as outlined below, shall be held to determine whether or not independent study is in the best interest of the student.

Teachers are required to document each step of this process with detail and accuracy. This includes the date and time of attempted contact, the phone number and email used as well as the reason for contact.

#### *EVALUATION CONFERENCE*

Students who have missed two assignments, school appointments/classes or have missed three (3) or more days of school in an attendance period or five (5) cumulative days of school shall be required to attend an evaluation conference to determine whether it is in the best interest of the student to remain in independent study. This conference shall be held as soon as possible, and the student/parent/legal guardian will receive written a notice of the conference. The parent/legal guardian may request one postponement, not to exceed five (5) school days, of the conference for good cause.

At the conference, the parent/legal guardian or adult student shall be informed of the reason for the conference and the information about whether or not independent study is in the student's best interest. If the parent/legal guardian does not attend the conference, the Principal or designee will review the relevant information and make a determination regarding the student's absences/missed assignments.

The student and/or parent/legal guardian shall be given the opportunity to present information and/or witnesses to the Principal or designee either orally or in writing or both during the conference. The Principal or designee shall take any information presented by the parent/legal guardian/adult student 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:

- a) student's grades at the time of the evaluation
- b) teacher observation/feedback
- c) standardized testing data
- d) student's progress in the independent study curriculum

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

- a) find independent study is in the student's best interest,
- b) place the student on academic probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities,
- c) use other alternatives to improve attendance, or
- d) find that it is not in the student's best interest to remain in independent study.

If the Principal or designee finds that it is not in the student's best interest to remain in independent study, then the student shall be withdrawn from enrollment with the California Virtual Academy @ Fresno and the parent/legal guardian or adult student shall immediately enroll in a site-based program through the local school district or other appropriate educational program. Notes detailing the discussion and outcomes of this conference shall be filed in the student's cumulative file.

#### *APPEAL*

The Principal's or designee's decision shall be subject to an appeal to the Director. The parent/guardian or adult student shall submit a written request to the Director, outlining the reasons for the appeal.

Upon receipt of a request for an appeal hearing, the Director shall schedule the appeal to be heard within thirty (30) school days of receipt of the request. The Director shall send out written notice of the date, time, and location of the meeting to the parent/guardian or adult student. This meeting may be held via teleconference.

The appeal hearing shall proceed as follows:

1. The Director shall review the request for appeal document and any other documents submitted by the parent/legal guardian/adult student. The Director shall also review all records considered by the Principal or designee at the evaluation conference.
2. The parent/legal guardian or adult student may address concerns to the Director regarding the appeal.
3. The Principal or designee may address concerns to the Director in response to the student's appeal.

The final decision by the Director shall be made within ten (10) school days following the conclusion of the appeal. The parent/legal guardian/adult student shall be informed in writing of the Director's decision. The decision of the Director is final.

#### **CODE OF CLASSROOM ETIQUETTE**

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.

In CAVA @ Fresno, a classroom is defined as many different locations. These may include but are not limited to:

- Virtual classroom sessions
- Class Connect and other online meeting rooms
- Online discussion boards
- Outings or other in-person events
- Any CAVA @ Fresno community areas

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
6. Use only your username and password, and do not share these with anyone.
7. Do not post personal information (Instagram, YouTube, Facebook, email address, etc.)
8. Do not interfere with other users' ability to access the online school or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
9. Do not download, transmit or post material that is intended for personal gain or profit, non-CAVA @ Fresno commercial activities, non-CAVA @ Fresno product advertising or political lobbying on a CAVA @ Fresno owned instructional computing resource.
10. Do not use CAVA @ Fresno instructional computing resources to sell or purchase any illegal items or substances.
11. Do not upload or post any software on CAVA @ Fresno instructional computing resources that are not specifically required and approved for your assignments.
12. Do not post any MP3 files, compressed video, or other non-instructional files to any CAVA @ Fresno server.
13. Do not post material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

#### *CONSEQUENCES*

- First warning
- Certified letter
- If problem continues, administrator phone conference
- Possible withdrawal
- Depending on the severity of each action, CAVA @ Fresno reserves the right to withdraw student upon each action



This document describes the policies and guidelines and exists to ensure that all CAVA @ Fresno students are aware of and understand their responsibilities when accessing and using school resources.

As a student enrolled in CAVA @ Fresno, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Removal of your access to school instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

## **DISCIPLINE**

This Student Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension, and expulsion.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom CAVA @ Fresno has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEIA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## **NETWORK ETIQUETTE**

As a CAVA @ Fresno student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang

- Swear words and/or other vulgar language are/is unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Don't broadcast online discussions, and never reveal other people's email addresses
- Do not post personal information (personal information, MySpace, YouTube, Facebook, email address, etc.)

### **SCHOOL OUTINGS**

Teachers facilitate local outings with students in their geographic areas. Outing opportunities will be offered to families on a regular basis throughout the school year. These outings provide opportunities for teachers, parents, and students to interact for fellowship, informal information exchange, and outside the classroom academic enrichment. Families are strongly encouraged, but not required, to attend. Parents are responsible for any costs incurred while attending an outing, including, but not limited to transportation, entrance fees, meals etc.

A parent and/or guardian is expected to attend all school outings with his/her child(ren). Non-enrolled siblings are welcome to attend with the family for some outings, but they must be constantly supervised by the parent. Students will receive attendance credit for time spent at Fresno outings, and when the outing is educational in nature, academic credit.

Students with disabilities are also strongly encouraged to attend. If you have questions regarding the accessibility of the outing for a child with a disability, please contact the organizing teacher, Special Education department or 504 Coordinator.

Any site where students are participating in school outings is considered a school site for the duration of the time staff and students are present for purposes of section 626.81 of the California Penal Code.

### **HARASSMENT/BULLYING POLICY**

California Virtual Academy @ Fresno strives to provide a safe and welcoming environment for all students to learn. Harassment and bullying based on actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics is unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying based on sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
- Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.
- Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

#### *COMPLAINT AND REPORTING PROCEDURE*

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to the Principal. If the alleged harasser is the Principal, the person may report the incident to the Director and/or Head of Schools. A written report of the alleged incident will be developed by the Director or Head of Schools. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual harassment within three (3) school days is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is

unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

#### *FILING COMPLAINTS WITH STATE AND FEDERAL AGENCIES*

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights  
50 United Nations Plaza, Room 239,  
San Francisco, CA 94102  
(415) 556-7000

#### *CONFIDENTIALITY*

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

#### *RETALIATION IS PROHIBITED*

The initiation of an allegation of sexual harassment will neither cause any negative reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the school, his or her employment, compensation or work assignments, or, in the case of students, his/her grades, class section or other matters pertaining to his/her status as a student of any school programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

#### *TIME LIMITS*

Allegations of sexual harassment shall be reported by the complainant as soon as reasonably possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180-day time limit for reporting alleged incidents of sexual harassment.

#### *DISCIPLINARY ACTION*

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Director will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the school.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies and laws. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law. Agents of the school who violate this policy may be subject to penalties and sanctions as may be available to the school, including termination of business relationships and contracts or the privilege of volunteering on campus.

### *APPEAL PROCEDURES*

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

### *PREVENTION STRATEGIES*

CAVA shall focus on the prevention of bullying and harassment by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

### **INTERNET SERVICE PROVIDER (ISP) POLICY**

Participation in CAVA @ Fresno requires an internet connection. This internet connection is to be established and maintained by the parent, legal guardian, and or learning coach of the enrolled student(s). The nature of the California Virtual Academy @ Fresno program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson content, and other necessary resources, as well as to log attendance, submit student work, and maintain communication with CAVA @ Fresno staff. Because of the unique schooling environment of the California Virtual Academy @ Fresno, it is an enrollment requirement to establish and maintain an internet account throughout the entire time of enrollment with CAVA @ Fresno.

The California Virtual Academy @ Fresno provides a stipend for families of \$20.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually. Eligibility for ISP Reimbursement is based on income details completed in the Back to School Packet. Checks will be mailed once per semester to families to the address verified by completion of the Back to School Packet.

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first-semester reimbursement check. Students who participate in ESY are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year.

Families with questions regarding ISP reimbursement can contact [btsp@caliva.org](mailto:btsp@caliva.org).

### **COMPUTER POLICY**

The California Virtual Academy @ Fresno will ensure that all enrolled students have access to a computer. The administration will address additional technology requests on a case-by-case basis, which should be initiated by the student's assigned teacher.

### *COMPUTER/SOFTWARE RESTRICTION*

Due to contractual agreements with computer suppliers and software providers, CAVA @ Fresno-issued computers and subsequent software cannot be exported outside the United States.

### **STUDENT COMPUTER AND NETWORK GUIDELINES**

1. CAVA @ Fresno shall permit the student and the parent, legal guardian, and/or learning coach to use the network, equipment, and materials of the school solely for the education of the student while enrolled and for no other purpose.
2. The network is not for private or commercial business use, political, or religious purposes.
3. Any use of the network for illegal activity is prohibited.
4. Any use of the school computer or school network for purposes other than those set by the school is prohibited, including online games, chat (instant messaging), or browsing the Internet for any purpose other than school related.
5. Use of the network to access obscene, pornographic, hateful, or otherwise inappropriate material is prohibited.
6. Sending material likely to be offensive or objectionable to recipients is prohibited.
7. Using programs that harass network users or infiltrate a computing system and/or damage the software components is prohibited. (Including, but not limited to any type of hacking software).
8. The school has the right to review any material stored on any system provided by the school and to edit or remove any material. I hereby waive any right that I may otherwise have in and to such material.
9. You will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, or information of others.
10. You will keep all accounts and passwords confidential and not accessible to others.
11. The illegal installation of copyrighted software or files for use on school computers is prohibited. Software that is originally provided with the computer may be updated without permission.
12. When a student withdraws from the California Virtual Academy @ Fresno the student is required to return the school computer.

Any unacceptable as described above regarding loaned equipment, software, online classrooms, or the Network/Internet Policy can result in disciplinary action up to and including the immediate termination of enrollment in CAVA @ Fresno. Interpretation, application, and modification of these guidelines is within the sole discretion of the California Virtual Academy @ Fresno. Any questions or issues regarding this policy should be directed to the school administration.

The school may require students to use online educational programs for educational purposes, such as Google Classroom. For students to access these programs, limited student information must be shared with the program providers, including the student's name, school name and school identification number. The school abides by FERPA and exercises caution in selecting the online educational programs it will utilize.

## **VIDEO CONFERENCING GUIDELINES**

Students and guardians will be required to participate in video conferencing with staff members. Students should follow all school and classroom rules while video conferencing. When participating in a video conference students, guardians and staff will ensure the background environment is appropriate and anyone participating in the video conference is appropriately dressed for school.

## **INTERNET SAFETY POLICY**

It is the policy of California Virtual Academy @ Fresno to (a) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

## **ACCESS TO INAPPROPRIATE MATERIAL**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter the internet, or other forms of electronic communications, including access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, learning coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

## **INAPPROPRIATE NETWORK USAGE**

To the extent practical, steps shall be taken to promote the safety and security of users of the California Virtual Academy @ Fresno online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

## **SUPERVISION AND MONITORING**

It shall be the responsibility of all members of the California Virtual Academy @ Fresno staff and the learning coach to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the learning coach, California Virtual Academy @ Fresno or designated representatives.

These are the laws and policies that help to protect our students online:

Child Internet Protection Act (CIPA)

-- CIPA - <http://fcc.gov/cgb/consumerfacts/cipa.html>

Children's Online Privacy Protection Act (COPPA)

-- COPPA - <http://www.ftc.gov/privacy/coppafaqs.shtm>  
Family Educational Rights and Privacy Act (FERPA)  
-- FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

## **MARRIED/PREGNANT/PARENTING STUDENTS**

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The school shall not discriminate against any student based on the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Any education program or activity, including any class or extracurricular activity, that is offered separately to married/pregnant/parenting students shall be comparable to that offered to all students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination based on pregnancy or marital or parental status shall be addressed through the school's uniform complaint procedures in accordance with 5 CCR 4600-4687.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

The Head of School or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

### *PREGNANT AND PARENTING STUDENTS*

- Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program.
- When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.
- Should the student require a Home/Hospital placement, the school will refer to the student to her district of residence for placement.
- A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational



program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the school to provide such certification.

- Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with the school's attendance policy.
- The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.
- A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

### **VIRTUAL CLASSROOM**

CAVA @ Fresno's virtual classroom experience is designed to extend the boundaries of the physical classroom by connecting students and teachers and creating a learning partnership. The virtual classroom is a real-time classroom environment designed for virtual education and collaboration. Virtual classroom technology enables all students of all ability levels to be engaged in an interactive learning experience.

CAVA @ Fresno offers a wide variety of instructional sessions, which support mastery of the K<sup>12</sup> curriculum and state-adopted Common Core standards and are an excellent resource for students and learning coaches. Teachers conduct instructional sessions and may offer office hours to answer questions from students and learning coaches (please refer to the Code of Classroom Etiquette for students' behavior expectations in virtual classroom sessions).

Class Connect sessions are recorded and distributed for learning purposes. Learning purposes include a lesson review for students who are absent, students who want to review for a test, teacher growth, and improvement, etc.

### **PARENT AND FAMILY ENGAGEMENT POLICY**

California Virtual Academy @ Fresno recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. The Every Student Succeeds Act (ESSA), requires that local educational agencies and schools, conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members.

Parents may visit <http://tinyurl.com/CAVAparentplan> to view the Parental Involvement Policy.

### **TITLE IX – NON-DISCRIMINATION**

California Virtual Academy @ Fresno strives to comply with Federal Title IX gender equity laws. Federal law, Title IX, state law and school policy prohibit the discrimination of any student based on actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, pregnancy, childbirth or related medical condition). All students have the right to equal learning opportunities in their schools and must be treated the same in all activities and programs. California Virtual Academy @ Fresno has designated Melisse Burns as the Title IX Coordinator.

Any individual, who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures by contacting:

*Title IX Coordinator:*

Melisse Burns  
50 Moreland Rd.  
Simi Valley, CA 93065  
(530) 421-8165  
[TitleX@caliva.org](mailto:TitleX@caliva.org)

### **GRIEVANCE POLICY AND PROCEDURE**

The California Virtual Academy @ Fresno is committed to achieving and fostering both employee and student/family satisfaction. The following procedure was developed to ensure that employee, student, and family grievances are addressed fairly and in a timely manner. The California Virtual Academies prohibit discrimination against students/families based on ethnicity, gender, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation, or religion.

- The parent/guardian will address in writing any concern or grievance initially with the student's teacher and Regional Lead. Such person will respond within ten (10) school days.
- If the concern or grievance is not resolved, the parent/guardian may, within ten (10) school days, request a meeting with a Principal to discuss the concern or grievance. The Principal will investigate and respond with ten (10) school days.
- If the concern or grievance is not resolved by the Principal, the parent/guardian may, within ten school days, request a meeting with the Director to discuss the concern or grievance. The Director will investigate and respond with ten (10) school days.
- If the concern or grievance is not resolved by the Director the parent/guardian may, within ten school days, request a meeting with the Head of Schools to discuss the concern or grievance. The Head of Schools will investigate and respond with ten (10) school days.
- A written letter will be sent to the family that will address the concern and outcome.

## **UNIFORM COMPLAINT PROCEDURES**

The California Virtual Academy @ Fresno has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging a violation of state or federal laws governing educational programs.

The California Virtual Academy @ Fresno shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board.

Complaints must be filed in writing with the following compliance officer:

Director of Categorical Programs  
50 Moreland Dr.  
Simi Valley, CA 93065

Under Education Code Section 35186, the California Virtual Academy @ Fresno complies with the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities, and teacher vacancy or misassignment.

A copy of the Board-approved Uniform Complaint Procedure and a complaint form may be obtained, free of charge, by contacting the school office. You may also download a copy of the California Department of Education complaint form, along with a copy of the full policy and procedures from the following Web site: <http://www.cde.ca.gov/re/cp/uc/index.asp>.

## **MCKINNEY-VENTO**

California Virtual Academy @ Fresno is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board adopted grievance policy and uniform complaint procedures outlined in this handbook.

Homeless & Foster Youth Liaison  
Melisse Burns  
meburns@caliva.org  
(530) 421-8165  
50 Moreland Rd.  
Simi Valley, CA 93065

## **STUDENTS IN FOSTER CARE**

In an effort to provide educational stability, CAVA @ Fresno strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services

throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the school's established testing windows. A student who is placed in foster care and who is moved outside of the school's attendance boundaries is entitled to continue in enrollment at the school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from CAVA @ Fresno if he or she meets the criteria to graduate from CAVA @ Fresno.

In addition, for a student in the conservatorship of the state and likely to be in care on the day preceding the student's 18<sup>th</sup> birthday, the school will:

- Assist the student with the completion of any applications for admission or for financial aid.
- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for appointment to a military academy.
- Assist the student in registering and preparing for college entrance examinations.
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

#### **MATERIALS AND COMPUTER EQUIPMENT**

All instructional materials, including computer equipment and related hardware, are loaned to the student by California Virtual Academy @ Fresno. Students are expected to return all materials in good condition using the free shipping labels provided by K<sup>12</sup> should they withdraw from CAVA @ Fresno.

Families are expected to handle CAVA @ Fresno property with care and ensure an accurate inventory of these materials is maintained in the home. It is recommended families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The California Virtual Academy @ Fresno shall not provide any funds or other items of value to the student, parent or legal guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or legal guardian.

#### **LIVE INSTRUCTION**

CAVA offers students many opportunities for learning. One such opportunity comes in the form of live instruction. Live instruction is assigned to students in all grade levels and is provided by a credentialed CAVA teacher. This is in conjunction with the instructional support that is being provided by the student's Learning Coach. Each student's individual schedule may vary depending on grade, assessment scores, teacher assignment etc. CAVA adheres to the minimum daily instructional time requirements recommended by the state of California. However, increased daily instructional time may be necessary to meet the individual needs of each student. Below are the minimum requirements for each department, based upon the student's instructional levels.

#### *ELEMENTARY (TK-5<sup>TH</sup> GRADE)*

Advanced students – Invited to a minimum of 1 required session per week in math and/or ELA

Proficient – Invited to a minimum of 2 required sessions per week in math and/or ELA  
Basic – Invited to a minimum of 4 required sessions per week in math and/or ELA  
Below Basic – Invited to a minimum of 4 required sessions per week in math and/or ELA  
All students in grades 3-5 will be invited to 1 required session of science per week

#### *MIDDLE SCHOOL (6<sup>TH</sup> – 8<sup>TH</sup> GRADE)*

Advanced students – Invited to a minimum of 1 required session per week in math and/or ELA  
Proficient – Invited to a minimum of 2 required sessions per week in math and/or ELA  
Basic – Invited to a minimum of 4 required sessions per week in math and/or ELA  
Below Basic – Invited to a minimum of 4 required sessions per week in math and/or ELA

#### *HIGH SCHOOL (9<sup>TH</sup> – 12<sup>TH</sup> GRADE)*

The amount of required session attendance depends on the student's instructional levels based on data to determine the extent of support our students need in math and language arts. Student can expect to attend at least two live sessions per course per week and one weekly homeroom session. Students are expected to engage with the teacher and students in each class and actively participate in the lesson.

All students will have their assigned required instructional schedule listed on their quarterly Assignment Path (TK-5) or listed on their Online Middle/High School course (6th – 12th). Teachers, parents, and students will review each student's required courses frequently to update and address any needed changes throughout the year. If a parent or student is concerned about any of the live instruction requirements/assignments, they should contact their homeroom teacher. If a family is unable to resolve their concern with their homeroom teacher, the family should request to speak with an administrator.

#### **SPECIAL EDUCATION**

The California Virtual Academy @ Fresno offers a full continuum of special education supports and services per all applicable federal and state laws. California Virtual Academy @ Fresno delivers services based on the students' Individualized Education Program (IEP). Depending on the student, this can include general education placement with additional supports and services from the special education department in our full inclusion, general education virtual environment. There are also alternative curriculum and placement options as appropriate. For students whose IEP requires alternative placements, this can mean California Virtual Academy @ Fresno may offer options such as Special Day Classes in a nearby school district, Non-Public Schools (NPS) and/or Residential Treatment Center (RTC) placements. These services are available per the student's IEP for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, California Virtual Academy @ Fresno works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's general education teacher. Any concerns regarding services/supports for a child that is already in our special education program should be directed to your child's special education case manager.

### *RELATED SERVICES TRANSPORTATION*

Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager.

### **RESPONSE TO INTERVENTION/STUDENT STUDY TEAM**

The first step, in response to concerns expressed by either a teacher or a parent, is to start the response to intervention (RTI) process to improve the student's performance. The response to intervention process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. Implementation of the response to intervention process is designed to increase support with the goal of improving long-term academic success. This process starts with in-depth screening to identify specific areas of need for students. The Student Study Team (SST) is a resource available to all CAVA @ Fresno families. The student study team is designed to address parent concerns regarding their student's academic or behavioral challenges. The student study team meeting provides a forum for the parent, general education teacher, additional CAVA @ Fresno teachers and support staff to come together and develop additional ideas or strategies to help the student. All student study team meetings are conducted via conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and weaknesses. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know.

### *INTERVENTIONS*

California Virtual Academy @ Fresno offers student-specific, individualized interventions for all students in need of support. Your student will receive research-based support and strategies, particularly in areas where your student is struggling.

### **SUPPORT STAFF**

California Virtual Academy @ Fresno is proud to offer many different levels of support and support staff to fit your student's academic needs. Should you or your child's teacher have a concern regarding your child's educational process, a referral can be made to one of our many interventions supports programs.

### **COMPASS OVERVIEW**

The Compass Program provides information, resources, and support to students in grades TK-12 who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement, or who are in a crisis situation due to lack of resources or social-emotional issues. The goal is to improve student engagement through relationship-based interventions, which are developed collaboratively with staff, students, learning coaches, and teachers.

### COMPASS SUPPORTS

**Strong Start:** Onboarding & Orientation assistance will be provided for all new students by the Compass Team. Returning at-promise students will receive assistance through Modified Strong Start sessions led by the Onboarding Specialist.

**Social-Emotional:** Social-Emotional Learning is provided for all students through the 7 Mindsets curriculum, special assemblies, and staff education on Trauma-Informed Practices. Additional supports are provided to students with social or emotional needs, families facing crisis or loss, and homeless or foster youth (see the McKinney Vento and Students in Foster Care sections).

**Engagement:** Leveled support for struggling students is provided through the Compass Engagement Program.

### COMPASS ENGAGEMENT PROGRAM

The Compass Engagement Program is a multi-level program that provides direct support to families who need additional resources or who are struggling to meet school engagement expectations. The goal is to work as a team with the family and school staff to identify the root issue and find workable solutions that will foster increased engagement and accountability. Varying types and terms of support will be provided, depending on the specific needs of each student as identified by the teacher or parent during the Compass referral process. Support sessions, attendance and progress monitoring, frequent check-ins, one-on-one conferences, weekly contracts, and study halls will be utilized as needed on a case-by-case basis. Failure to participate in the program and/or failure to meet school enrollment requirements may result in increased supports, followed by removal of the student from the Compass Engagement Program.

### ACCESSING COMPASS SUPPORT

If your student is struggling, please reach out to your student's General Education or Homeroom Teacher to discuss your concerns and your student's needs. If Compass is an appropriate support, your teacher will submit a support request on your behalf. Student support requests are reviewed individually to determine best placement, and students will be assigned to a Compass staff member based on specific needs.

*\*The Compass Supports do not supersede accommodations put into place under IDEA. If you feel your child needs additional supports and/or accommodations, please reach out to your assigned Special Education case manager.*

### STUDENT RECORDS

A student record is any item of information directly related to an identifiable student and maintained by the school or required by an employee in the performance of his/her duties. Your student's records may be viewed at any time pursuant to the Notification of Rights under the Federal Education Rights and Privacy Act (FERPA). Please review the FERPA Notice in this handbook. Please provide our Registrar with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of a California Virtual Academy administrative staff member.

Students who transfer into the California Virtual Academy @ Fresno will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to the CAVA office at that time.

Should the parent/legal guardian decide to withdraw and transfer to a new school, the new school will contact the CAVA office to request the student's records. CAVA @ Fresno will mail the records to the requesting school.

Should the parent/legal guardian decide to withdraw from the California Virtual Academy @ Fresno and teach in the home, the parent/guardian should contact the CAVA office to request that a copy of the student's records be mailed to the parent/legal guardian and provide the proper paperwork as outlined by the California Department of Education.

### **STATE STANDARDIZED TESTS**

As a network of public charter schools, our students participate in the following state standardized tests:

**Grades 3 - 8 and 11:** California Assessment of Student Performance and Progress (CAASPP)

**Grades 5, 7 and 9:** Physical Fitness Test (PFT)

**Grades 5, 8 and 11 or 12:** Science – California Science Test (CAST)

All students in grades 5th, 8th and 11th or 12th will complete the California Science Test. The test will be administered to High School students who are in at least their second year of science.

**English Learners:** English Language Proficiency Assessments for California (ELPAC)

Students whose primary language is a language other than English will take the ELPAC annually, until they are reclassified as English language proficient.

Participation rates are critical to the success of our schools. According to recent regulations outlined in the Every Student Succeeds Act (ESSA), a public school is required to achieve a participation rate of 95% on all state testing. If a school has less than 95% of its students participate in any assessment, the school risks receiving a serious penalty by the state of California.

The faculty administers all standardized tests at facilities located within a reasonable driving distance of the student's address on record. A testing schedule is provided in our school calendar, with individual student testing information being communicated by the student's assigned teacher as the testing window approaches.

Individual student performance results on state standardized tests are distributed to both parents and teachers in a timely manner by the state of California.

The California Assessment of Student Performance and Progress (CAASPP) System provides a full range of assessment resources for all students, including those who are English learners and students with disabilities.

Some resources are embedded into the technology platform for the computer administered CAASPP tests. Other resources are considered non-embedded since they are provided by the



local educational agency (LEA). The following list defines the four different categories of student accessibility resources:

- **Universal tools** are available to *all* students on the basis of student preference and selection.
- **Designated supports** are available to *all* students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- **Accommodations** must be permitted on CAASPP tests to all eligible students if specified in the student's IEP or Section 504 plan.
- **Unlisted resources** are non-embedded and shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE)

Any site where students are assigned to complete state assessments is considered a school site for the duration of the time staff and students are present for purposes of section 626.81 of the California Penal Code.

Visit CDE for more information at <https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>.

### **SCHOOL COMMUNICATION**

In any school, but especially in a virtual school, regular communication with CAVA @ Fresno staff is essential for student success. If the student, parent/legal guardian, and/or learning coach will be out of state, on vacation, or otherwise unable to communicate with school staff for a period of time (as outlined in the CAVA @ Fresno Enrollment Requirements), it is the responsibility of the parent/legal guardian to notify the student's teacher(s) so that proper arrangements to monitor student progress and attendance can be made.

Due to the enrollment requirements of our school, if staff is unable to contact the parent/legal guardian and/or learning coach for a period of time, staff will follow the Non-Compliance Policy as outlined in this handbook. If, after the policy is followed, contact has not been made, it will be assumed that the student is enrolled in another educational program and he/she will be withdrawn.

### **WITHDRAWALS**

If the parent/legal guardian, decides to withdraw a student (or an 18-year-old student decides to withdraw him or herself), he/she must communicate this decision through the assigned teacher. The teacher may schedule a final in-person conference (this may be via online classroom, as deemed appropriate by the teacher) to ensure that the student receives the appropriate academic and attendance credit. During this meeting, the parent/legal guardian will be required to submit student work completed in each subject area since the last conference.

Shipping labels required for the return of the loaned computer hardware and educational materials will arrive within 2-3 weeks from the date the teacher was notified of the withdrawal.

**WORK PERMITS**

Parents needing to complete work permit paperwork for their students can send the appropriate documentation to the CAVA offices Attn: Work Permit or can scan an email the documents to [workpermit@caliva.org](mailto:workpermit@caliva.org).

Once paperwork is received, they are processed and returned within 10 business days. Your student must be in good academic standing with no failing classes and overall GPA of 2.0 in the current semester and maintain daily attendance rate above 90% to be considered for a work permit.

CAVA @ FRESNO ELEMENTARY (TK-5TH GRADE) PROGRAM INFORMATION

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**COURSE LEVEL PLACEMENT**

The California Virtual Academy @ Fresno offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level, and courses, with remediation and enrichment support, provided as deemed appropriate by the student’s assigned CAVA @ Fresno teacher.

**ELEMENTARY COURSES**

The courses listed below are the age-appropriate grade level courses that students will be assigned upon enrollment and at the beginning of each school year. Additionally, all students are assigned Physical Education. Students can choose to participate in the World Language program in place of Music. Grades K-2: Spanish (Levels 1 and 2), French (Level 1), Chinese (Level 1) and Grades 3-5: Spanish (Levels 1 and 2), French (Levels 1 and 2), Chinese (Level 1), and German (Level 1). Please note that the World Language courses are not teacher-supported and cannot be given academic credit.

STRIDE Math and ELA is assigned for grades TK-5.

Grade Level	Math	Language Arts	History	Science	Electives
Transitional Kindergarten	Embark Math	Embark Language Arts *Free Reading/Journaling *Tools Exploration *Circle Time	Embark Social Studies	Embark Science	Embark Art Embark Music
Kindergarten	Summit Math + Blue Math + Blue Appendix	Summit ELA Blue *Handwriting *Lang. Skills *Lit. & Comp. *Phonics	Summit History K	Summit Science K NG	Summit Art K Spotlight on Music K
1 <sup>st</sup> Grade	Summit Math + Green Math + Green Appendix	Summit ELA Green *Lit. & Comp. *Vocabulary *Phonics & Spelling *Handwriting & Writing Skills	Summit History 1	Summit Science 1 NG	Summit Art 1 Spotlight on Music 1
2 <sup>nd</sup> Grade	Summit Math + Orange Math + Orange Appendix	Summit ELA Orange *Handwriting *Lit. & Comp. *Spelling *Vocabulary *Writing Skills	Summit History 2	Summit Science 2 NG	Summit Art 2 Spotlight on Music 2
3 <sup>rd</sup> Grade	Summit Math 3	Summit ELA 3	Summit History 3	Summit Science 3 NG	Summit Art 3 Spotlight on Music 3
		Summit ELA 4			

4 <sup>th</sup> Grade	Summit Math 4		Summit History 4 State History Summit CA	Summit Science 4 NG	Summit Art 4 Spotlight on Music 4
5 <sup>th</sup> Grade	Summit Math 5	Summit ELA 5	Summit Early American History	Summit Science 5 NG	Summit Early American Art Spotlight on Music 5

**PHYSICAL EDUCATION**

Physical Education (PE) is a required course and will receive a grade of O (outstanding), S (Satisfactory), or N (Needs Improvement) on the mid-year progress report and year-end report card. Students are expected to complete an average of 20 minutes of physical activity per day, for a total of 200 minutes every ten (10) school days. Learning coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each 20-day learning period.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include, but are not limited to:

- Participation in an athletic class, dance class or sports team.
- Supervised activities such as regular bicycling, hiking, calisthenics, or jogging.

**PROGRESS IN COURSEWORK**

California Virtual Academy @ Fresno realizes that not all students work at the same pace and provides a unique opportunity for students to master grade level state standards through core and comprehensive curriculum content together with remedial, enrichment, and/or extension activities and lessons, as part of our independent study program. Students are expected to work daily in their assigned coursework, as detailed on the student’s Individualized Learning Plan (ILP), which is provided by the general education teacher updated as needed throughout the school year. Most K<sup>12</sup> courses are designed to be completed over the course of a full school year. As such, students are assigned coursework in accordance with the grade specific syllabus. Students may also be assigned project-based instructional activities, honors projects, and/or teacher-created assessments/assignments, including extension, enrichment, and remedial learning activities, based upon individual student need.

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. CAVA @ Fresno faculty strives to support all students in this endeavor. The homeroom teacher will work to support students with missing and/or late assignments. All missing assignments (including course work and assigned live instructional sessions) must be made up within the assigned semester in order for a student to receive credit.

## **ACCELERATED COURSE LEVEL CHANGES**

The California Virtual Academy @ Fresno program provides a challenging, mastery-based curriculum. This means that each lesson teaches important concepts and builds upon previous lessons. Research shows that student learning is best supported when instruction and evaluation are based on clear learning goals, are differentiated according to student needs, and students understand goals and the expectations for quality work, receive and use descriptive feedback, and take meaningful steps to improve their academic performance. Assessment data is used to make decisions that support and expand learning, and parents/learning coaches work with teachers collaboratively to ensure each student is provided with rigorous intellectual work that may include honors projects, individualized assignments, and other differentiated instructional components.

Mid-year course level changes are evaluated for appropriateness on a student-by-student basis. If it is determined that the student's needs cannot be met through enrichment and/or honors projects within the age-appropriate grade level course(s), it may become necessary to consider an advanced course level change. CAVA @ Fresno has high expectations for each of its students, which include:

- Students are able to solve complex multi-step problems and tasks, different from what they have seen in the regular coursework.
- Students are able to find ways to solve problems and complete tasks that require initiative and imagination.
- Student can explain and/or defend their solutions using effective communication skills.
- Students are able to use constructive learning.
- Students receive and respond to feedback (both peer and teacher feedback).
- Students are reflective and accountable as demonstrated in their coursework.

If the above expectations are met, and exceptional course/grade level skill mastery has been demonstrated by the student via a student work portfolio, evaluative assessments, etc., the student may be considered for an advanced course placement within the school year.

## **PROMOTION AND RETENTION**

The California Virtual Academy @ Fresno expects all students to achieve proficiency levels in grade level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

## **PROMOTION**

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

*KINDERGARTEN TO 1<sup>ST</sup> GRADE:*

Kindergarten students who have completed one year of kindergarten shall be promoted to the first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year. Students continuing in kindergarten must have a completed Kindergarten Continuance form on file to extend their kindergarten year:

*1<sup>ST</sup> TO 2<sup>ND</sup> GRADE:*

Students who have completed one year of first grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the second grade.

*2<sup>ND</sup> TO 3<sup>RD</sup> GRADE:*

Students who have completed one year of second grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the third grade.

*3<sup>RD</sup> TO 4<sup>TH</sup> GRADE:*

Students who have completed one year of third grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the fourth grade.

*4<sup>TH</sup> TO 5<sup>TH</sup> GRADE:*

Students who have completed one year of fourth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the fifth grade.

*5<sup>TH</sup> TO 6<sup>TH</sup> GRADE:*

Students who have completed one year of fifth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the sixth grade.

**RETENTION**

The decision to retain a student in his/her current grade level for the following school year will be made only after careful consideration to ensure the academic best interests of the student are served.

California Virtual Academy @ Fresno does not retain students retroactively. Under approved enrollment requirements, all students are enrolled at their age appropriate grade level unless an official retention was approved by the previous school.

Any recommendation for student retention must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators.

Identification of students who are at risk of being retained will be made by the student's regular teacher, as early as possible in the school year and regularly throughout any student's enrollment with the California Virtual Academy @ Fresno. Notification shall be provided to parent(s) of students identified as at risk for retention as early in the school year as practicable. Retention of

students between second and fourth grade will be based primarily on proficiency in reading. Retention of students between fourth grade and sixth grade will be based on minimum performance levels in reading, English-language arts, and mathematics.

Indicators of students who are at risk of being retained may include the following:

- Diagnostic assessment results in Reading and/or Mathematics indicating the student is performing 2+ more years below grade level standards
- Below standard grade marks in reading, English language arts and/or mathematics
- Bader Reading assessments indicating student is performing 2+ years below grade level standards
- Summative assessments including, but not limited to, CAASPP or other standardized performance assessment results indicating student is below basic or far below basic grade level standards
- Evidence of below minimal achievement levels including student work, teacher observation, performance assessments, and other data
- Evidence of lack of mastery of foundational concepts in reading, English language arts and/or mathematics that is below minimal performance levels

All students identified as at risk for retention shall be referred for and required to participate in interventions and/or remediation programs to assist the student in attaining acceptable levels of academic achievement. These opportunities may include small group intervention, one-to-one and small group targeted intervention, supplemental remedial programs, and/or appropriate remedial reading coursework. Students shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time.

The following process will be followed regarding the decision to retain a student to his/her current grade level:

1. Identification of the student for retention pursuant to the indicators outlined above.
2. The teacher(s) of record may recommend retention pursuant to the above indicators and other supporting factors.
3. Evaluation of written parent request/recommendation with supporting details received on or before the last day of the 3<sup>rd</sup> quarter of the school year.

5<sup>th</sup> grade students will be considered for retention based upon the indicators set forth herein and taking into consideration that the lowest level of middle school courses offered in English language arts is Grade 6 Language Arts and in mathematics is Summit Math 6. If a student would not be successful in the lowest level of middle school coursework, the student may be a candidate for retention.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration.

The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook (pg. 42).

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

### **ACCELERATION: MID-YEAR PROMOTION**

When high academic achievement is evident, and it is determined that appropriate academic placement is not available that would better meet the student's academic needs, the teacher of record may recommend a student for acceleration of grade level promotion at mid-year. The decision to promote a student's grade level at mid-year or at the end of the school year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Kindergarten students do not qualify for a mid-year promotion unless they have completed one full year of kindergarten or will turn six their first-grade year by the date set by the state of California.

For the school to make sound academic decisions regarding mid-year grade level promotions, the following processes are followed:

1. Parents may request that the teacher promotes their child to a different grade level at the end of the 1<sup>st</sup> semester, which may result in a 2-grade promotion during one school year.
2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments.  
\*\*
3. The teacher will then send a written request (via mail or email) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

\*\*An examination of the student's skills/knowledge of the content areas may be conducted in a variety of ways, including, but not limited to: in-person course evaluation, written assessments, in-person writing prompts, in-person interviews, and a complete evaluation of student work to determine consistent exceptional mastery (above grade level standards). Documentation may include, but not be limited to:

- Evaluation of reading ability and comprehension. This may be determined through Bader reading assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level.
- K-2 benchmark assessment data (if applicable) indicating that the student has mastered all current grade level content/state standards and is prepared to meet the academic expectations at the new grade level.
- Diagnostic assessment data indicating the student is reading and comprehending 2 years above current grade level.



- Diagnostic assessment results indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
- Standardized test results (if available) indicating the student was proficient or advanced at their previous grade level in both English language arts and mathematics.
- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
- Evidence the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.
- Student performance indicates exceptional mastery in all core courses and grade level state standards.
- Information regarding prior grade retention and the circumstances of such.
- The age of the student.
- Any academic concerns that have been expressed.
- If the student's assessment results are not above grade level, a written explanation as to why a promotion is still in the best interest of the student must be provided.
- If the student is not on track to complete all courses at the grade level, he/she would be promoted to, a written explanation regarding why a promotion is still in the best interest of the student must be provided.

\*Under no circumstance shall the parent or learning coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision regarding acceleration of the student, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook (pg. 42).

#### **MID-YEAR ENROLLMENT**

Students enrolling in the CAVA @ Fresno elementary program mid-year will begin all assigned courses at the expected progress point pursuant to his/her date of enrollment. Students will be provided with remediation and/or enrichment support to ensure mastery of all grade level skills and concepts to promote a smooth and successful transition into our independent study program.

#### **ADVANCED LEARNERS PROGRAM (ALP)**

The Elementary Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including honor projects, etc. to deepen and extend their learning in a variety of areas.

To participate in the Advanced Learner Program, students must be identified and recommended by their general education teacher. Students will be evaluated for placement in the Advanced Learner Program based on the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above grade level skills

- Completing all assignments as indicated on the quarterly assignment plan, including honors projects, other custom assignments, etc.
- Demonstrating mastery of most or all grade level state standards through teacher-evaluated course assignments
- Has a genuine interest in, and shows a love for learning?
- Attending and participating in all assigned live instructional sessions
- Performance on assessments, including diagnostic, standards-mastery, teacher-created, and/or other assessments

**ELEMENTARY GRADING POLICY AND RUBRIC**

Standards-based grading provides a focus on measuring student proficiency on grade level learning outcomes, based on the California state standards. Student grade marks are based on quarterly assignment plan assignments, utilizing the following rubric.

<b><i>Progress Towards Standard Mastery</i></b>	<b><i>Description</i></b>
4	Student consistently demonstrates exceptional proficiency of grade level standard being measured, with in-depth inferences and applications.
3	Student consistently demonstrates proficiency of grade level standard being measured. This is the expected level of performance for all students.
2	Student is approaching proficiency of grade level standard being measured but has some errors/omissions.
1	Student demonstrates little or no understanding of grade level standard being measured.
Not Measured (X)	Standard was not assessed during grading period.

Non-academic factors, including work and study habits, effort, and citizenship, will be evaluated upon the following rubric:

<b><i>Indicator</i></b>	<b><i>Description</i></b>
Outstanding (O)	Student consistently meets classroom and coursework expectations with little or no additional support.

Satisfactory (S)	Student generally meets classroom and coursework expectations but may require additional support and on-task prompting.
Needs Improvement (N)	Student requires significant additional support to meet classroom and coursework expectations.

**GRADE APPEAL POLICY**

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignment and course progress through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the education rights holder for the student may request that a change of a student’s grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

*PROCEDURES*

**1. Notice of Process for Requesting a Grade Change**

- a. The grade appeal policy shall be included in the Parent-Student Handbook.
- b. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

**2. Teacher level**

- a. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, “school days” are defined as days when the relevant student is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher’s grading criteria and shall specifically allege how the teacher’s grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
- b. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student’s official records within ten (10) school days following the date the teacher received the parent’s written request.
- c. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Principal of the teacher’s decision, in writing, within ten (10) school days following the date the teacher received the parent’s written request. The teacher shall

forward a copy of the written request and decision to the Principal at the same time as the decision is provided to the parent.

- d. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

### **3. Principal Level**

- a. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Principal. A parent must make the written request to the Principal within ten
- b. (10) school days of the date of the teacher's written decision not to change the grade.
- c. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
- d. The Principal shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Principal received the parent's written appeal.
- e. Following the meeting with the parent/guardian/student, the Principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Principal received the parent's written request for review.

### **4. Director Level**

- a. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director or designated administrator. This written request must be made within ten (10) school days of the date of the Principal's written notification of the site level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director may designate an appropriate administrator or panel of administrators to review the request.
- b. The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
- c. The parent, student, and teacher shall have the right to submit relevant documentation.
- d. The Director or designated administrator or panel of administrators shall review the request. The review shall be conducted, and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director or designated administrator or panel shall give the teacher the opportunity to be present or to otherwise provide input.
- e. Within twenty (20) school days of the Director's receipt of the parent's written request for review, the Director shall inform, in writing, the parent, student, teacher, school and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be affected

through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

### **STUDENT ASSESSMENT**

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) with setting appropriate academic goals throughout the school year, determining whether or not goals have been met, and measuring student growth and achievement over the course of each quarter, semester, and school year. Assessments may be formal or informal in nature, may be administered in-person, via virtual classroom, and via other methods of communication, and include (but are not limited to): student coursework, benchmark assessments, standards-based assessments, diagnostic assessments, and other teacher-created assessments/assignments. At various points throughout the school year, learning coaches will work with the CAVA @ Fresno teacher to appropriately evaluate student achievement levels, which will support student's academic growth while enrolled in our program.

### **LIVE INSTRUCTION**

Teacher-provided live instruction is an essential component of our independent study program. Instruction occurs multiple times per week, both in-person and through the virtual classroom (Class Connect). Students are required to attend live instructional sessions as assigned by CAVA @ Fresno staff, including the general education, special education, intervention, and English-language development teachers. Sessions are required based upon student need to ensure that all students are provided with the instructional support necessary to reach their full academic potential.

Failure to regularly attend and participate in assigned live instructional sessions (both in-person and virtual) may indicate that independent study is not an appropriate placement for your student.

### **STUDENT SUPPORT MEETINGS AND PARENT/TEACHER CONFERENCES**

Student Support Meetings and Parent/Teacher Conferences - Throughout the year, both you and your student(s) will meet with your teacher(s) via phone, online classrooms, and/or in-person on a regular basis. Student work may be both assigned and collected during these meetings. Meetings provide an excellent time for you to celebrate your student's success, voice concerns, discuss enrichment/honors projects, and review/evaluate your student's progress through his/her assigned coursework. Also, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, review of student work portfolios, and assessment. Parent/teacher conferences will take place at the conclusion of quarter one and quarter three.

Your teacher will work with you to arrange the date, time, and location of all meetings. In-person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both your and your teacher's responsibility to provide at least 24 hours' notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. Failure to meet with your child's teacher may indicate that independent study is not the appropriate placement for your student and may result in your student's withdrawal from CAVA @ Fresno.

Your teacher will use these meetings to:

- Review assigned work completed by your student during the learning period
- Review assessment results
- Provide additional instructional support (as deemed necessary by the teacher)
- Discuss and assign work for the next learning period
- Conduct academic evaluations/assessments, as needed, and provide you with appropriate feedback to ensure consistent academic progress/growth
- Set and review goals

### **STUDENT WORK PORTFOLIOS**

To measure student achievement and growth, as well as meet state independent study guidelines, student work portfolios will be created and maintained by your student's general education teacher. Your teacher will collect and evaluate your student's assignments on a frequent and regular basis during each learning period. Your teacher may request to receive your student's coursework by mail, Online School file sharing, email, during in-person instructional sessions, and/or conferences. It is imperative that you work closely with your teacher to submit all requested coursework for evaluation on a regular, on-going basis. A portion of the collected coursework is stored as part of your student's cumulative file and is maintained at the CAVA @ Fresno office, as required by the state of California.

Below are the qualifications of acceptable student coursework:

- Original student work, in the student's own handwriting
- Student work is neat and organized (age-appropriate)
- Includes student's name, date, unit and lesson number or assignment description
- Is reflective of work as assigned on the quarterly assignment plan and completed within the appropriate learning period/quarter
- Student work is evaluated and scored by the parent/learning coach using the provided answer keys, which can be found within the Online School lesson content or as supplied by your student's teacher
- Is submitted according to the deadlines established by the CAVA @ Fresno teacher

Failure to provide student work regularly as requested by CAVA @ Fresno staff may indicate that independent study is not the appropriate placement for your student.

### **ELEMENTARY ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)**

Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- To use another's work and claim as yours
- To submit an assignment to more than one course
- To copy from text, website, or other course material (this includes answer keys)

- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in work completed by another person (including Learning Coach)
- Asking for answers in a chat room and/or threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Manipulating online assessments to achieve a passing score without mastering the assessment content
- Marking lessons complete on the OLS that have not been completed by the student and evaluated by the learning coach

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

*CONSEQUENCES:*

1<sup>st</sup> offense – teacher will remove credit for any assignment related to the offense. The teacher will conference with parent and student regarding the offense and discuss the repercussions of additional offenses. The teacher will provide resources and support to help the student succeed while maintaining academic integrity. The student will be required to resubmit assignment(s) directly to the teacher within one week to receive credit.

2<sup>nd</sup> offense – teacher will remove credit for any assignment related to the offense. An administrator will conference with the teacher, parent, and student regarding the seriousness of academic integrity. A letter will be placed in the student's file regarding the offense. The student may be required to have additional supervision (example: complete assessments in the online classroom) to help support the student become successful in the future. The student will not receive academic credit for the assignment(s).

3<sup>rd</sup> offense – student may be withdrawn from CAVA and placed back in their school of residence. The incidents will be noted in the student's permanent file.

*AVOIDING PLAGIARISM:*

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. The student is also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook*, and for formatting, questions refer to manuals such as *The MLA Handbook for the Humanities*, *The Publication Manual of the APA* for social sciences and business and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and evoked access to course(s).



**MIDDLE SCHOOL VISION**

The Middle School program includes a community of educators, students, parents, and learning coaches who are working together to engage every student in order to ensure success in the standards-aligned curriculum. We recognize that each student is an individual with his or her unique way of learning. By actively engaging our students in daily rigor, inspiring every student to learn by thinking creatively, and by providing a positive environment, we will prepare our students for success beyond the classroom. To ensure all students have a successful academic plan set forth, we will continually provide feedback on academic progress supported by consistent monitoring and targeted instruction to promote student growth.

We view the Learning Coach (LC) as a vital partner in each student’s education. The Learning Coach is to be working alongside each student, and providing clarity, support, and assistance as needed. Learning Coaches should review student work and aid students in understanding key concepts taught in the curriculum. Our teachers will gladly work with Learning Coaches to provide resources and instructional strategies if needed.

**COURSE LEVEL PLACEMENT**

The California Virtual Academy @ Fresno offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level and courses, with remediation and enrichment support, provided as deemed appropriate by the student’s assigned CAVA @ Fresno teacher.

**MIDDLE SCHOOL COURSES**

All Middle School CAVA @ Fresno students are assigned math, language arts, science, history, and physical education, art, careers, and music (or world language)\*\*.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Math 06A Summit Math 6 Math 06B Summit Math 6	Math 07A Summit Math 7 Math 07B Summit Math 7	Math 08A Summit Math 8 Math 08B Summit Math 8
ENG06AE3 Summit Language Arts 6 ENG06BE3 Summit Language Arts 6	ENG07AE3 Summit Language Arts 7 ENG07BE3 Summit Language Arts 7	ENG08AE3 Summit Language Arts 8 ENG08BE3 Summit Language Arts 8
HIST07A MS Summit World History I** HIST07B MS Summit World History I**	HIST08A MS Summit World History II** HIST08B MS Summit World History II**	HST08A Summit American History to 1877** HST08B Summit American History to 1877**
SCI06A Summit Earth Science SCI06B Summit Earth Science	SCI07A Summit Life Science SCI07B Summit Life Science	SCI08AE3 Summit Physical Science SCI08B Summit Physical Science*
ART07A Summit Intermediate World Art I** ART07B Summit Intermediate World Art I**	ART08A Summit Intermediate World Art II** ART08B Summit Intermediate World Art II**	ART06A Summit Intermediate Art II** ART06B Summit Intermediate Art II**
MUS06 Spotlight on Music	MUS07 Spotlight on Music	MUS08 Spotlight on Music

OTH06A Summit Physical Education 6 OTH06B Summit Physical Education 6	OTH07A Summit Physical Education 7 OTH07B Summit Physical Education 7	OTH08A Summit Physical Education 8 OTH08B Summit Physical Education 8
	CAR005-DYN Middle School Career Explorations 1	CAR007-DYN Middle School Career Explorations 2
WLG MS Chinese IA and IIA WLG MS Spanish IA or IIA WLG MS French IA or IIA WLG MS German IA or IIA WLG MS Latin IA or IIA	WLG MS Chinese IA and IIA WLG MS Spanish IA or IIA WLG MS French IA or IIA WLG MS German IA or IIA WLG MS Latin IA or IIA	WLG MS Chinese IA and IIA WLG MS Spanish IA or IIA WLG MS French IA or IIA WLG MS German IA or IIA WLG MS Latin IA or IIA
ORN010 Online Learning: Middle and High School	ORN010 Online Learning: Middle and High School	ORN010 Online Learning: Middle and High School

World Language (WLG) is a program that is offered to students; however, it is not a teacher directed course, and students will **not earn** a letter grade or pass/fail.

[World Language parent letter](#)

\* *SCI08B Summit Physical Science B will include the required comprehensive sexual health and HIV Prevention curriculum. Please see California Healthy Youth Act below.*

\*\*History and Art courses are offered out of K<sup>12</sup> grade level order, to comply with California education standards. Sixth grade students should receive World History I course materials, even though they are marked as HIST07. Seventh grade students should receive World History II course materials, even though they are marked as HST08. Eighth grade students should receive American History to 1877 course materials. The same is true for our art curriculum.

## PHYSICAL EDUCATION

Education Code Section 51210 and 51222 requires up to 400 minutes of physical education every ten school days for students in grades six through eight. California Virtual Academy @ Fresno adheres to these California education codes and requires that each student complete assigned Physical Education lessons assigned on the student's daily plan in the Online Middle School, as well as a submitted PE Log accounting for the 400 minutes each learning period.

## CALIFORNIA HEALTHY YOUTH ACT

In compliance with California state law (EC 51930-51939), all eighth graders are enrolled in Health 8 for portion of the Fall or Spring Semester. The law requires that both comprehensive sexual health and HIV prevention education are taught once in middle school and once in high school. "Comprehensive sexual health education" means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections (EC 51931). Legal Guardians may choose to opt their child out of Health 8.

"HIV prevention education" means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS (EC 51931).

## COURSE EXTENSIONS

Our school policy is for students to work in their grade level curriculum. If you and your teacher believe that your student needs additional time to work in a course your teacher can make a request for a course extension. This will not affect the student's promotion to the next grade level at the end of the school year. Please note that not all requests are approved. It is difficult for

students to get back to grade level once they have fallen behind. In many cases, the best scenario is to keep the student at grade level and have the student participate in intervention support classes.

### **MID-YEAR ENROLLMENT**

The K<sup>12</sup> curriculum course assignments build upon content mastered in a previous lesson. Your student's assigned middle school teacher will work directly with you as to appropriate starting point in the students' English language arts, mathematics, history, and science curricular course work. Your teacher will assign the appropriate course content through the Online Middle School, corresponding to the appropriate pacing guide for the courses. Students will receive support to ensure a smooth transition into the course placement.

### **INSTRUCTION**

The instructional time with your assigned teacher is the priority and the cornerstone of our middle school program. Teachers provide instruction to engage students in their learning through online delivery and instructional strategies that ensure effectiveness and achievement of learning expectations.

Required instructional sessions are based on data from diagnostics and interim assessments, Online Middle School work submitted, and teacher discretion of student needs. These sessions may include, but are not limited to:

- Grade level content standards and remediation in Math
- Grade level content standards and remediation in English/Language Arts
- History instruction
- Science instruction
- Previous week Online Middle School lesson check-ins
- Literary book clubs
- Enrichment activities
- Virtual "Field Trips"

Participation in class connect sessions is required of students, as assigned. Participation may be factored into the earned letter grade for each core course, as assigned by the classroom teacher.

### **MIDDLE SCHOOL PARENT-TEACHER ACADEMIC CONFERENCES**

Throughout the year, both you and your child(ren) will meet with your teacher(s) via online videoconferencing and/or in-person on a regular basis. These conferences are focused on the student's academic performance, opportunities for improvement and strengths, as well as to build relationships between the parent, student, and teacher. Student's work and upcoming assignments will be reviewed during these meetings.

Academic Conferences provide an excellent time to celebrate student success, voice concerns, make lasting connections, obtain enrichment ideas, and discuss your student's progress through the courses. Also, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time, and location of all meetings. In-person Academic Conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24 hours' notice should one of you become unavailable for the meeting. If an Academic Conference is canceled, your teacher will call to reschedule within the same learning period. An Academic Conference with your teacher may take place at least once every 20 days, through video conferencing, in person, and/or phone. However, depending on your child's level of need, your teacher may require you to meet more often.

Your teacher will use these meetings to:

- Review assessment data
- Review goals met and create new goals to achieve.
- Goal(s) that are not met will be reviewed, and a plan will be developed together to support the student in meeting the goal(s)
- Review the work completed by your student
- Provide additional academic support
  - If a student is not meeting expected requirements, an academic plan will be created for the coming learning period and quarter
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

### **MIDDLE SCHOOL STUDENT ASSESSMENT**

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) with setting appropriate academic goals throughout the school year, determining whether or not goals have been met, and measuring student growth and achievement over the course of each quarter, semester, and school year. Assessments can be formal or informal in nature, and include (but are not limited to):

- Universal diagnostic in reading and mathematics – Beginning of Year (BOY)
- Middle of Year diagnostic at the semester in reading and mathematics (MOY)
- End of year Growth Assessment in reading and mathematics (EOY)
- Interim Assessments in English/Language Arts and Math assigned at the end of quarter 1 and 3.
- Online Middle School lessons quizzes
- Weekly standards-based mastery quizzes
- Teacher-created assessments
- CAASPP Summative Assessments – state testing

Throughout the school year, your CAVA @ Fresno teacher will appropriately assess students at various points, which will support student's academic growth while enrolled in our program.

### **INDIVIDUALIZED LEARNING PLANS (ILPs)**

Individualized Learning Plans (ILPs) are an integral component to ensure that each student is on the correct path to enter and graduate from high school ready for further education and to ensure a successful future in their career path. Student accountability is an important component of our Middle School program. The contents of the ILP provide the students concrete direction and purpose, which leads to academic achievement. The ILPs for Middle School students include course lessons as assigned by their teacher through the Online Middle School (OLMS), required (and optional) live instructional sessions, diagnostic and interim assessment results, individualized goals, and student participation expectations.

### **PROGRESS IN COURSES – ASSIGNED WORK**

The goal of CAVA @ Fresno Middle School is to educate your student. We cannot be successful if your student is not engaged and participating in school.

Attending an independent study program requires that students are able to complete work daily as outlined in the enrollment requirements and as scheduled by their classroom teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

To have successful progress in each class:

- Student will complete and/or submit all daily lessons in each course.
- Student will make continuous progress (actively engaged, completing assignments, and submitting assignments) in all courses.
- Student must submit coursework at the direction of the teacher.
- During travel time, student must be progressing (actively engaged and completing assignments) in the curriculum. A travel plan must be created with the assigned Teacher before any travel that is more than one week, 2 weeks prior to travel.
- If a student is not actively participating, CAVA @ Fresno administration may review for possible withdraw for not meeting enrollment requirements.
- Student will use the K<sup>12</sup> curriculum exclusively.

### **STUDENT WORK PORTFOLIOS**

To meet state independent study guidelines, student work must be submitted to your assigned CAVA @ Fresno teacher. Your CAVA @ Fresno teacher will assign and collect completed lessons from each of the courses your student is assigned during each learning period. Your teacher may request to receive your student's coursework via Online Middle School Assignments, e-mail, USPS mail, and during in-person conferences. It is imperative that you and your teacher work together to collect and evaluate the student work on a regular, on-going basis. A small sample of the collected coursework is stored as a part of your student's cumulative file and is maintained at the CAVA @ Fresno office, as required by the state of California.

Below are the qualifications of acceptable student coursework:

- Original student work
- Student work is neat and organized (age-appropriate)
- Includes student's name, date, unit and lesson number or assignment description

- Is reflective of work assigned and completed within the appropriate learning period
- Student work is evaluated and scored by your CAVA @ Fresno teacher.
- Is submitted according to deadlines established by the CAVA @ Fresno teacher, and as indicated in the individual student plan on the Online Middle School.

**LATE WORK**

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. CAVA @ Fresno faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Makeup work for students in grades 6-8 shall be designated by the individual classroom teachers in accordance with the educational objectives of the class and/or course and provided, according to the teachers’ policies within that course.

**MIDDLE SCHOOL (6<sup>TH</sup> – 8<sup>TH</sup> GRADE) GRADING**

Middle school uses the traditional percentages earned for letter grades assigned for each subject: Math, English/Language Arts, History, and Science.

Percentage Earned	Letter Grade Assigned
100 – 90%	A
89 – 80%	B
79 - 70%	C
69 – 60%	D
59% or below	F

Earned letter grades would include the following components for each core course:

- Completion and submission of assigned lessons by due dates provided by the classroom teacher.
- Points earned for submitted lessons.
- Class Discussions, as assigned by the classroom teacher.
- Quizzes
- Assessments – Beginning of Year (initial - BOY), Middle of Year (MOY), 2 Interims, and an End of Year Growth (EOY) assessments as assigned
- Assigned lessons and unit assessments within each course.
- Research Projects
- Participation in live session and course requirements, as assigned by the classroom teacher.

***Students who receives below 70% in Math and/or ELA on their final semester grade, may be required to attend summer session for remediation.***

Grade Point Average (GPA) is based on the letter grades earned in the core courses of English, Math, History, and Science. The GPA is used to determine the Principal’s Honor Roll and is a prerequisite of National Junior Honor Society (NJHS). The minimum GPA for both the Honor Roll and NJHS is 3.0.

Students enrolled in Music, Art, Careers (7<sup>th</sup> and 8<sup>th</sup> grade), Physical Education, and the Online Learning Course will receive a Pass or Fail grade determined by the following scheme:

Percentage Earned	Letter Grade Assigned
100 – 60%	Pass
59% or below	Fail

### REPORT CARDS AND PROGRESS REPORTS

The California Virtual Academy @ Fresno will provide Mid-Semester Progress Reports for each student at the end of Quarter 1 and Quarter 3, mid-way through the semester.

Students will also be provided a report card for each student at the end of each semester. The report card will include the letter grade earned in each course, as appropriate to the middle school grading scale, as well as a short narrative provided by the child’s teacher.

\*\*Please refer to the program-specific information detailed above for the Middle School grading policies.

### GRADE APPEAL POLICY

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignment and course grades through the Online Middle School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are finalized and published, the education rights holder for the student may request that a change of a student’s grade only on the following grounds:

- Mistake
- Fraud
- Bad faith
- Incompetence

### PROCEDURES

#### 1) Notice of Process for Requesting a Grade Change

- a) The grade appeal policy shall be included in the Parent-Student Handbook.
- b) The grade appeal procedures shall be made available upon request to any student or educational rights holder.

#### 2) Teacher level

- a) Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, “school days” are defined as days when the relevant student is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher’s grading

criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.

- b) If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
- c) If the teacher does not agree to change the grade, the teacher shall notify the parent and the Principal of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Principal at the same time as the decision is provided to the parent.
- d) If the teacher is no longer employed at the school, the parent may proceed directly to the middle school administrator.

### **3) Principal Level**

- a) In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Principal. A parent must make the written request to the Principal within ten (10) school days of the date of the teacher's written decision not to change the grade.
- b) The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
- c) The Principal shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Principal received the parent's written appeal.
- d) Following the meeting with the parent/guardian/student, the Principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Principal received the parent's written request for review.

### **4) Director Level**

- a) If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director or designated administrator. This written request must be made within ten
- b) (10) school days of the date of the Principal's written notification of the site level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director may designate an appropriate administrator or panel of administrators to review the request.
- c) The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
- d) The parent, student, and teacher shall have the right to submit relevant documentation.



- e) The Director or designated administrator or panel of administrators shall review the request. The review shall be conducted, and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director or designated administrator or panel shall give the teacher the opportunity to be present or to otherwise provide input.
- f) Within twenty (20) school days of the Director's receipt of the parent's written request for review, the Director shall inform, in writing, the parent, student, teacher, school and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be affected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

### **GRADE LEVEL PROMOTION/RETENTION**

The California Virtual Academy @ Fresno expects all students to achieve proficiency levels in grade level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

#### **PROMOTION**

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

#### *6<sup>TH</sup> TO 7<sup>TH</sup> GRADE*

Students who have completed one year of sixth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the seventh grade.

#### *7<sup>TH</sup> TO 8<sup>TH</sup> GRADE*

Students who have completed one year of seventh grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the eighth grade.

#### *8<sup>TH</sup> TO 9<sup>TH</sup> GRADE*

Students who have completed one year of eighth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the ninth grade.

#### **RETENTION**

The decision to retain a student in a grade level will be made only after careful consideration to serve the academic best interests of the student. Student retention recommendations must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators. Students shall progress

through the grade levels by demonstrating growth toward meeting grade-level standards of expected student achievement.

All retentions are requests to retain in current grade level for the following school year. California Virtual Academy @ Fresno does not retain students retroactively. As per our enrollment requirements, all students are enrolled at their age appropriate grade level unless an official retention was approved by the previous school.

Retentions that are approved will be effective as of the last day of the school year.

Course level and official grade level are not equivalent; therefore, current course level is not an indicator of promotion or retention eligibility.

As early as possible in the school year, the Director or designee shall identify students who should be retained or are at risk of being retained. The following indicators of academic achievement may be used:

- Course Grades
- Lack of mastery in foundational math and language arts concepts
- Observation by teacher
- Universal assessment results
- Bader reading assessment results
- Teacher and/or parent recommendation

When a student is identified as being at risk for retention by the teacher, intervention support will be implemented to assist the student in overcoming his/her academic deficiencies. The Parent or Legal Guardian will be notified in writing by the classroom teacher of the possible retention of the student, based on the above.

Parent requests for student retention must be received, in writing, before the last day of the third quarter. Original request letters must be sent certified with a tracking number, if not given to the teacher in person. The tracking number needs to be emailed to the teacher. For the academic team to appropriately consider the request, the team will review the documentation of the student's academic ability. The student's teacher will document information concerning the student's progress, work, assessment results, observations, and his or her recommendation for or against retaining the student.

Assessments and documentation will include, but are not limited to, the following:

- Current grades in all courses.
- Bader results indicating the student is 2 or more levels behind.
- Performance interim assessment results indicating the student lacks foundational concepts to master concepts at his or her current age-appropriate grade level in math and reading.
- Prior years CAASPP test results.
- Student's Responses to Intervention plan and progress.

- Documentation that the student has completed assignments and worked with his or her teacher to remediate concepts necessary to master concepts in math and reading in the student's current grade level.
- Daily attendance requirements, per Enrollment Requirements.

8<sup>th</sup>-grade students will be considered for retention based upon the indicators above, as well as taking into consideration that the lowest level high school courses offered in Language Arts is Summit ELA 8 and in math is Summit Math 8. If a student would not be successful in the lowest level high school courses, the student must be considered for retention.

The recommendation of the team, along with the parent's written request for retention and a summary of all data, will be sent to the Director for review and consideration. The Director may approve the retention or return the request to the team to reconsider the supporting data or to provide more information.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent Student Handbook (pg. 45).

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this Parent Student Handbook (pg. 42).

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

#### **ACCELERATION: MID-YEAR PROMOTION**

The decision to promote a student mid-year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions (accelerations) are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Middle school students will also be considered for promotion at the end of the year from middle school to high school. Students who have completed and mastered all middle school core content (math, language arts, history, and science) will be considered for promotion to high school.

For the school to make sound academic decisions regarding mid-year grade level promotions or end of year promotion to high school, the following processes will be followed:

1. Parents may request that the teacher promotes their child to the next grade level at the end of the fall semester, which may result in a 2-grade promotion during one school year.

2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments.
3. The teacher will then send a written request (via mail or e-mail) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

Assessments\* and documentation (Education Code (EC) Section 48070.5(b)) shall include, but are not limited to:

- Evaluation of reading ability and comprehension. This can be through reading an above grade level reading passage or by using the Reading Bader (assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level).
- Performance assessment results in both math and reading indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
- Standardized test results (if available) should indicate the student was proficient or advanced at their previous grade level.
- Current grades in all courses
- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
- Evidence that the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.
- Information regarding prior grade retention and the circumstances of such.
- The age of the student.
- Any academic concerns the teacher has or that the parent has expressed.
- If the student's assessment results are not above grade level, the teacher must provide a written explanation as to why a promotion is still in the best interest of the student.
- If the student is not on track to complete all courses at the grade level, he/she would be promoted, the teacher must provide a written explanation regarding why a promotion is still in the best interest of the student.
- The teacher's specific recommendation for the mid-year promotion, including consideration for the student's social abilities at the new grade level, and information as to whether the student's academic abilities will allow the student to continue to progress and master the curriculum at a rate appropriate to the new grade level.

\*Under no circumstance shall the parent or Learning Coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent Student Handbook (pg. 42).

## MIDDLE SCHOOL ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)

### ***Academic Dishonesty and Plagiarism:***

- This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

### ***Some examples of this include (but are not limited to):***

- To use another's work and claim as your own
- To submit an assignment to more than one course
- To copy from text, website, or other course material (this includes answer keys)
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in work completed by another person (including Learning Coach)
- Asking for answers in a chat room and/or threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Manipulating online assessments to achieve a passing score without mastering the assessment content
- Marking lessons complete on the Online Middle School (OLMS) that have not been completed by the student, evaluated by the learning coach, and submitted to the teacher if assigned to do so.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

### ***Consequences:***

- 1<sup>st</sup> offense – teacher will remove credit for any assignment related to the offense. The teacher will conference with parent and student regarding the offense and discuss the repercussions of additional offenses. The teacher will provide resources and support to help the student succeed while maintaining academic integrity. The student will be required to resubmit assignment(s) directly to the teacher within one (1) week to receive credit.
- 2<sup>nd</sup> offense – teacher will remove credit for any assignment related to the offense. An administrator will conference with the teacher, parent, and student regarding the seriousness of academic integrity. A letter will be placed in the student's file regarding the offense. The student may be required to have additional supervision (example: complete

assessments in the online classroom) to help support the student become successful in the future. The student will not receive academic credit for the assignment(s).

- 3<sup>rd</sup> offense – student may be withdrawn from CAVA @ Fresno and placed back in their school of residence. The incidents will be noted in the student's permanent file.

### ***Avoiding Plagiarism:***

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. The student is also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook*, and for formatting, questions refer to manuals such as *The MLA Handbook for the Humanities*, *The Publication Manual of the APA* for social sciences and business and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and evoked access to course(s).

### **ADVANCED LEARNERS PROGRAM (ALP)**

The Middle School Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including honor projects, etc. to deepen and extend their learning in a variety of areas. The Genius Hour was established for ALP students to:

- Develop their own inquiry-based projects around their passions.
- Conduct research to learn more about their project of choice,
- Create presentations to teach their fellow students in creative ways and present their finished products.

To participate in the Advanced Learner Program, students must be recommended by their teacher meet the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above grade level skills

- Completing all assignments as indicated on the Individualized Learning Plan, including assigned projects, interim assessments, etc.
- Demonstrating mastery of most or all grade level assessments
- Has a genuine interest in, and shows a love of learning

### **GRADUATION REQUIREMENTS**

To prepare students for a rigorous post-secondary education, the California Virtual Academy @ Fresno will prepare students to meet entrance requirements for the Universities of California by providing a course of study that aligns with the state's academic standards and meets or exceeds local district and state requirements.

Students enrolled in grades 9-12 at CAVA @ Fresno will carry and maintain a course load of at least 30 credits each semester (at least 6 courses, plus Online Learning).\*\* All students who have not yet completed the minimum graduation requirements for math must be enrolled in a math course.

Exceptions to the minimum course load can be made only in the following situations:

- Students with IEP or 504 plans that require a reduced course load or with equivalent specialized academic instructional minutes may reduce course load by up to 10 credits (2 courses) each semester, plus Online Learning.
- Seniors entering the Fall semester needing fewer than 60 credits to graduate may reduce course load by up to 10 credits (2 courses). Students utilizing this option must remain in good standing and on track to graduate in the Spring semester.
- Students with approved concurrent enrollments may reduce course load by up to 10 credits (2 courses). Students utilizing this option must remain in good standing and on track to graduate in the Spring semester.

*\*\*Online Learning courses count toward overall graduation elective credits but do not count toward the 30-credit minimum each semester.*

Students will obtain 210 credits as detailed below to meet graduation requirements.

- A. History/Social Science (30 Credits)
  - a. Modern World Studies
  - b. Modern US History
  - c. US Government and Politics (1 semester)
  - d. US and Global Economics (1 semester)
- B. English (40 Credits)
  - a. English 9
  - b. English 10
  - c. American Literature
  - d. British Literature

Math (30 Credits) (3 years required/4 recommended for 4-year college entrance) (20 credits in Algebra 1 and Geometry are required)



- a. Algebra 1\*
- b. Geometry
- c. Algebra 2
- d. Pre –Calculus
- e. Integrated Math
- f. Business and Consumer Math\*\*

*\*Students who complete the two-year Algebra 1 program will earn 10 credits in Algebra 1 and 10 math elective credits to count toward graduation requirements in math.*

*\*\*Students who have completed Algebra I, Geometry, and Algebra II (or course equivalents), or students with IEP or 504 plans requiring this pathway are eligible to take Business and Consumer Math. Exceptions will be reviewed by administration on a case-by-case basis.*

- B. Lab Science (20 Credits) (2 years required/3 recommended for 4-year college entrance) 2 of the following (1-year Life/1 year Physical)
  - a. Biology
  - b. Physical Science, Earth Science, Physics and/or Chemistry
- C. World Language or Visual and Performing Art (20 credits) – 2 years of a World Language (3 years recommended for 4-year college entrance) or 2 years of a Visual and Performing Arts or a combination of both
  - a. Spanish 1, French 1
  - b. Spanish 2, French 2
  - c. Spanish 3, French 3
  - d. AP Spanish
  - e. Fine Art and Appreciation
  - f. Music Appreciation
  - g. Digital Arts I, II
  - h. Image Design and Editing
- D. Health (5 credits)
- E. PE (20 credits)
- F. Career Education (5 credits)
  - a. Reaching Your Academic Potential
  - b. Introduction to Health Sciences
  - c. DCA Career Explorations course
- G. Electives (40 credits)

*Courses may vary year to year depending on the offerings available. Please contact your Guidance Counselor for additional information on Honors and Advanced Placement courses.*

## **DESTINATIONS CAREER ACADEMY @ CAVA**

Destinations Career Academy at California Virtual Academies (DCA @ CAVA) gives students exposure to career readiness and workforce preparation skills from career & technical education courses built around key career areas, allowing students to explore occupations of interest. Students enroll in traditional high school courses combined with industry-relevant, career-focused electives in order to prepare for career, college, or both. These engaging, content-rich courses expand the traditional education experience and maximize a student's ability to succeed in the community and workforce.

The DCA @ CAVA is typically a three-year program and therefore, a great opportunity for students in 9<sup>th</sup> & 10<sup>th</sup> grade. 11<sup>th</sup> & 12<sup>th</sup> graders who are credit sufficient can benefit from the DCA by participating in multiple aspects of the program that promote life skills and technical skills in preparation for college or career, however they may not be program completers without taking additional courses. They may also earn national certifications by completing certain courses and passing the national exam at the end of that course. Only students who participate in The Destinations Career Program for at least two years will have enough exposure to CTE courses to be best prepared for certification testing. Microsoft Office certifications may be earned as early as after one semester. The DCA @ CAVA is not appropriate for 11<sup>th</sup> & 12<sup>th</sup> graders who are credit deficient, as coursework needed to graduate high school is the priority.

The DCA @ CAVA utilizes a Project Based Learning (PBL) instructional method in most CTE courses and incorporates this model into core content when possible. Project-based learning allows students to learn by participating in "real-world" projects. The projects require students to engage in the same content and standards but with the added benefit of applying the content in a useful, hands-on, and collaborative approach to learning. Students and learning coaches receive additional information about PBL courses at the beginning of each semester.

Students participating in DCA @ CAVA CTE program will follow one of the Industry Sector pathways below. Any courses taken in this pathway count toward the 40 credits needed in the Electives category to graduate. All students who participate in DCA @ CAVA will complete the Business and Marketing Explorations course to meet the Career Education graduation requirement.

### **Industry Sectors and Pathways available at DCA @ CAVA:**

- A. Business and Finance Industry Sector
  - a. Business Management pathway
  - b. Finance pathway
  - c. International Business pathway
  
- B. Marketing, Sales, and Services Industry Sector
  - a. Marketing pathway
  - b. Professional Sales pathway
  - c. Entrepreneurship/Self-Employment pathway
  
- C. Information and Communication Technologies Industry Sector
  - a. Game and Simulation pathway
  - b. Information Support and Services pathway

- c. Networking pathway
  - d. Systems Programming pathway
  - e. Web and Social Media Programming pathway
- D. Health Sciences and Medical Technology Industry Sector
- a. Biotechnology pathway
  - b. Healthcare Administrative Services pathway
  - c. Mental and Behavioral Health pathway
  - d. Public and Community Health pathway
- E. Arts, Media, and Entertainment Industry Sector
- a. Design, Visual and Media Arts pathway: Animation
  - b. Design, Visual and Media Arts pathway: Graphic Design
  - c. Production and Managerial Arts pathway
  - d. Production and Managerial Arts pathway: Game Design and Integration

DCA @ CAVA students will complete CAR003 Introduction to Destinations Career Academy lessons upon electing to participate in the DCA program, which is integrated into the Introduction to Online Learning Course. DCA @ CAVA students also participate in small group college & career readiness lessons.

#### **DCA @ CAVA Concurrent Enrollment**

DCA @ CAVA students wishing to complete any of the pathway courses through dual enrollment and earn college credit must meet eligibility requirements and follow steps outlined in the Concurrent Enrollment policy. In addition, any course taken outside the DCA @ CAVA through concurrent enrollment must be part of a CTE part of a sequence of vocational or career technical education courses leading to a degree or certificate in the subject area covered by the sequence.

#### **DCA @ CAVA Outings**

DCA @ CAVA will work to facilitate outings to provide opportunities for teachers, parents, and DCA students to interact for the purpose of fellowship through career exploration, business & industry tours, community service, college campus tours, Career and Technical Student Organization (CTSO) events and competitions, and additional activities outside the classroom academic enrichment but connected to curriculum. A parent or guardian is expected to attend events with their student unless otherwise noted. Students are expected to follow all behavior and classroom expectations outlined herein while participating in any school sponsored event or outing.

#### **Career & Technical Student Organizations**

Participating in a CTSO may require some face to face meetings. These can occur in addition to other CTSO requirements.

#### **Dress Standards**

Clothing worn to DCA events should promote the learning process, appropriate behavior, and a professional attitude. It is expected that students will consider the event they are attending and

will wear clothing that is consistent with their health, safety, and welfare. Specifically, shoes must be worn at all times and special events will require close-toed shoes for the safety of the student.

### **Student Expectations**

DCA @ CAVA students are expected to maintain and promote a positive, professional, and healthy self-image during all events and outings reflecting and encouraging good behavior and positive attitudes. Classroom guidelines and expectations extend outside of the virtual classroom and are important to an optimal environment for students.

### **DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS**

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

#### *CERTIFICATE OF EDUCATIONAL ACHIEVEMENT/COMPLETION*

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code 56391)

### **ONLINE LEARNING COURSE**

All CAVA @ Fresno High School students will be enrolled in the Online Learning course each semester. Students participating in the Destinations Career Academy @ CAVA will be enrolled in the program specific DCA Online Learning course. This 2.5 credit course will be taught by the assigned homeroom teacher and will include study skills, time management skills, and social interaction. Students will use the course to keep track of important school-related events and deadlines (paperwork needed, CAASPP testing, etc.). Important information will be communicated through the course, and weekly attendance will be required. The course is given a grade of Pass/Fail.

### **HIGH SCHOOL GRADING SCALE**

Student grades will be determined based on how the student performs on assignments within each course. Teacher graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Research Papers
- Participation

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester, students and parents can view grades in the grade book. Teachers, administrators, and parents also have access to grade information.

CAVA @ Fresno grading scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

#### **GRADE APPEAL POLICY**

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible, or within 10 days of the assignment grade posting if the quarter has ended.

The final course grade earned by each student shall be the grade determined by the teacher when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within twenty (20) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

#### *PROCEDURES*

##### **1) Notice of Process for Requesting a Grade Change**

- a) The grade appeal policy shall be included in the student handbook.

- b) The grade appeal procedures shall be made available upon request to any student or educational rights holder.

## **2) Teacher level**

- a) Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
- b) If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
- c) If the teacher does not agree to change the grade, the teacher shall notify the parent and the Principal of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Principal at the same time as the decision is provided to the parent.
- d) If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

## **3) Principal Level**

- a) In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Principal. A parent must make the written request to the Principal within ten (10) school days of the date of the teacher's written decision not to change the grade.
- b) The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.
- c) The Principal shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Principal received the parent's written appeal.
- d) Following the meeting with the parent/guardian/student, the Principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Principal received the parent's written request for review.

## **4) Director of High School Level**

- a) If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director of High School or designated administrator. This written request

must be made within ten (10) school days of the date of the Principal's written notification of the site level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director of High School may designate an appropriate administrator or panel of administrators to review the request.

- b) The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
- c) The parent, student, and teacher shall have the right to submit relevant documentation.
- d) The Director of High School or designated administrator or panel of administrators shall review the request. The review shall be conducted, and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director of High School or designated administrator or panel shall give the teacher the opportunity to be present or to otherwise provide input.
- e) Within twenty (20) school days of the Director of High School's receipt of the parent's written request for review, the Director of High School shall inform, in writing, the parent, student, teacher, school and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director of High School or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be affected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

### **MATH PLACEMENT POLICY**

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

CAVA encourages every student to meet a-g requirements and graduate career and college ready. This placement policy recognizes that each student enters with different experiences and foundations in math. Each pathway presented below, as well as the full math sequence in each grade level table, exceeds minimum graduation requirements for math. All 11<sup>th</sup> grade students who have not yet completed Algebra 2 are required to take a math course.

*Please note, 12<sup>th</sup> grade students who have not yet completed all Algebra 1 and Geometry requirements for graduation are required to consult with their counselor to evaluate graduation status and discuss options.*

### **Two-Year Algebra Pathway**

This pathway is designed to build a strong foundation in algebra standards necessary for success in college and career. The two-year algebra course pace allows students more opportunity to practice and apply algebra standards and skills and build confidence in math before moving into the Geometry course.

Year 1: MTH107A/B: Algebra 1, Year 1

- MTH107A is 5 math elective credits
- MTH107B is 5 Algebra credits (equivalent to MTH128A) with successful completion of MTH107A

Year 2: MTH207A/B: Algebra 1, Year 2

- MTH207A is 5 math elective credits
- MTH207B is 5 Algebra credits (equivalent to MTH128B) with successful completion of MTH207A

Year 3: MTH208A/B: Geometry

Year 4: MTH308A/B: Algebra 2 OR MTH322A/B: Consumer Math

- Students planning to attend a 4-year college or university upon graduation should take Algebra 2 (MTH308).

### **One-Year Algebra Pathway**

This pathway is designed for students who are proficient or advanced in math when entering Algebra. Students demonstrate proficiency by scoring a 3 or 4 on the state summative assessment in the prior year (SBAC) or by scoring proficient or advanced on the school-based formative assessment within 10 days of placement in Algebra 1. This pathway is necessary for those students who intend to take Pre-Calculus, AP Calculus, or AP Statistics. Students who have already completed Algebra upon enrollment are automatically placed in this pathway at the appropriate level based upon the grade level placement chart.

Year 1: MTH128A/B: Algebra 1

Year 2: MTH208A/B: Geometry

Year 3: MTH308A/B: Algebra 2

OR MTH322A/B: Consumer Math

- *MTH322 is not considered a core math course. 11<sup>th</sup> grade students considered for this course scored a C or below in Algebra 1 and/or are not proficient in Algebra standards, therefore not prepared for Algebra 2.*
- *Students planning to attend a 4-year college or university upon graduation should take Algebra 2 (MTH308).*
- *MTH308 is a prerequisite course for all courses below.*

Year 4: MTH403A/B: Precalculus

OR MTH500A/B: AP Calculus

OR MTH510: AP Statistics



## 9<sup>TH</sup> GRADE MATH PLACEMENT

Last Math Course Completed	Pre-Algebra/Grade 8 Math (Grade below B)	Pre-Algebra/8 <sup>th</sup> Grade Math (A/B Grade)**	Algebra 1A (A/B Grade – Algebra 1B not attempted)	Algebra 1A (C/D Grade) OR (Algebra 1B not attempted)	Algebra 1 (Passing both semesters)
Suggested Full Math Sequence	+MTH107A/B +MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B	MTH128A/B MTH208A/B <b>Path 1:</b> MTH308A/B MTH403A/B OR MTH510A/B <b>Path 2:</b> *MTH322A/B	MTH128B MTH208A/B <b>Path 1:</b> MTH308A/B MTH403A/B OR MTH510A/B <b>Path 2:</b> *MTH322A/B	+MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B	<b>Path 1:</b> MTH208A/B, MTH308A/B MTH403A/B MTH500A/B OR MTH510A/B <b>Path 2:</b> MTH208A/B *MTH322A/B
Notes	<p>*Students who desire to attend a 4-year college with a C or better in Algebra should be placed in MTH308 (Algebra 2) followed by MTH403 or MTH510 (time permitting)</p> <p>+Students can be placed in the 1-year algebra pathway upon request if math placement assessment demonstrates proficiency in course prerequisite standards. Placement assessment must be completed, and course change requested within 10 school days of the student's start date.</p> <p>**If a student does not feel prepared for the standard Algebra Series, the two-year algebra series is available.</p> <p>Students who have already passed Geometry will be placed in MTH308 and should discuss additional options with school counselor.</p>				

## 10<sup>TH</sup> GRADE MATH PLACEMENT

Last Math Course Completed	Algebra 1 (passing both semesters)	Pre-Algebra OR Algebra 1A (failed)	Algebra 1A (A/B Grade – Algebra 1B not attempted)**	Algebra 1A (C/D Grade) OR Algebra 1A CR (Algebra 1B not attempted)	Algebra 1B (failed)
Suggested Full Math Sequence	MTH208A/B <b>Path 1:</b> MTH308A/B MTH403A/B OR MTH510A/B <b>Path 2:</b> MTH322A/B*	+MTH107A/B +MTH207A/B MTH208A/B	MTH128B MTH208A/B MTH308A/B OR *MTH322A/B	+MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B	+MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B
Notes	<p>*Students who desire to attend a 4-year college with a C or better in Algebra should be placed in MTH308 (Algebra 2)</p> <p>+ Students can be placed in the 1-year algebra pathway upon request if math placement assessment demonstrates proficiency in course prerequisite standards or student has earned an A or B grade in Pre-Algebra. Placement assessment must be completed, and course change requested within 10 school days of the student's start date.</p> <p>**If a student does not feel prepared for the standard Algebra Series, the two-year algebra pathway is available.</p> <p>^Students who have already passed Geometry will be placed in MTH308 and should discuss additional options with school counselor.</p>				

## 11<sup>TH</sup> GRADE MATH PLACEMENT

Previous Course is Algebra				
Last Math Course Completed	Algebra 1 (passed both semesters)	Algebra 1B (failed) Algebra 1A (passed)	Algebra 1A (failed)	Algebra 1A (passed) Algebra 1B (not attempted)
Suggested Full Math Sequence	MTH208A/B MTH308A/B OR MTH322A/B*	<b>Path 1:</b> +MTH207A/B MTH208A/B <b>Path 2:</b> MTH126B/MTH322B MTH208A/B	<b>Path 1 (failed 1A &amp; 1B):</b> MTH126A/B (CR) MTH208A/B <b>Path 2 (failed 1A but did not attempt 1B):</b> MTH126A/MTH128B MTH208A/B <b>Path 3 (failed 1A but passed 1B):</b> MTH126A/MTH322B MTH208A/B OR +MTH107A/B MTH208A/B	<b>Path 1:</b> +MTH207A/B MTH208A/B <b>Path 2:</b> MTH322A/MTH128B MTH208A/B
Previous Course is Geometry				
Last Math Course Completed	Geometry (passed both semesters)	Geometry B (failed) Geometry A (passed)	Geometry A (failed)	Geometry A (passed) Geometry B (not attempted)
Suggested Full Math Sequence	<b>Path 1:</b> MTH308A/B MTH403A/B OR MTH510A/B <b>Path 2:</b> MTH322A/B*	MTH206B/MTH322B MTH308A/B OR MTH322A*	<b>Path 1 (failed A &amp; B):</b> MTH206A/B MTH308A/B OR MTH322A/B* <b>Path 2 (failed A but did not attempt B):</b> MTH206A/MTH208B MTH308A/B OR MTH322A/B* <b>Path 3 (failed A but passed B):</b> MTH206A/MTH322B MTH308A/B OR MTH322A*	MTH208B/MTH322B MTH308A/B OR MTH322A*
Notes	<p>*Students who desire to attend a 4-year college with a C or better in Algebra should be placed in MTH308 (Algebra 2)</p> <p>+ Students can be placed in the 1-year algebra pathway course upon request if math placement assessment demonstrates proficiency in course prerequisite standards. Placement assessment must be completed, and course change requested within 10 school days of the student's start date.</p> <p>^Students who have already passed Algebra 2 will be placed in MTH403 and should discuss additional options with school counselor.</p>			

## HIGH SCHOOL PHYSICAL EDUCATION

Physical education is a required course for ninth and tenth grade students or for those that have not yet met the physical education requirement. Students are to complete an average of 40 minutes of physical activity per day or minimum of 400 minutes every ten school days. Students are responsible for performing the required physical activity minutes.

- PE-9: *OTH021 Personal Fitness I* and *OTH022 Personal Fitness II* course is on the K<sup>12</sup> Learning Management System (LMS). All 9th-grade students are enrolled in OTH021 and OTH022. The PE-9 student journals physical activity and completes PE assignments in their textbook and on the LMS. Weekly PE announcements will be messaged to students every Monday.
- PE-10: CS-Physical Education 10A and CS-Physical Education 10B is on the K<sup>12</sup> Learning Management System (LMS). All 10th-grade students are enrolled in CS-Physical Education 10A and CS-Physical Education 10B. The CS PE-10 student journals physical activity and completes reading PE assignments on the LMS. All HS PE-10 communication is via course announcements, email, or phone.
- OTH026: Summit Physical Education is on the K<sup>12</sup> Learning Management System (LMS). This is a one semester Physical Education course in which students develop an awareness of the fundamental components and principles of fitness. Any student who needs an additional PE course to meet physical education requirements or wants another semester of PE after successfully completing PE-9 & PE-10 can enroll in this course. The OTH026 student journals physical activity and completes reading PE assignments on the LMS.

Learning Coaches are responsible for monitoring and supervising physical activity, as well as completing required PE logs.

PE physical activity may be varied. There are many options/choices of physical activity accepted in HS PE, as well as alternate assignments for injured/sick students. Examples are provided in the PE course syllabus.

### **PROGRESS IN CLASSES**

The goal of CAVA @ Fresno High School is to educate your student. We cannot be successful if your student does not participate in school.

Attending an independent study program requires that students complete work independently as outlined in the enrollment requirements and as scheduled by their subject teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

To have successful progress in each class:

- Student will complete and/or submit all daily lessons in each course
- Student will attend and actively participate in required class connect sessions, including but not limited to use of the chat, microphone, webcam, and/or other tools for collaboration
- Student will make continuous progress (actively engaged, completing assignments, and submitting assignments) in each course
- Student will use the K<sup>12</sup> curriculum exclusively and/or K<sup>12</sup> contracted curriculum (i.e. PowerSpeak, etc.)
- Student must submit coursework at the direction of the teacher

- During travel time student must be progressing (actively engaged and completing assignments) in the curriculum. A travel plan must be created with the Homeroom Teacher before any travel that is more than one week.

If a student is not actively participating, CAVA @ Fresno may withdraw for not meeting enrollment requirements.

### **ALTERNATIVES TO EARN CREDIT**

Students demonstrating proficiency in a course may earn course credit through alternate means. This can include any combination of examination, alternate assignments, projects, or other demonstrations of standards mastery as required by the content teacher. Students must meet eligibility criteria to utilize this option. Eligibility may include equivalent work experience in the field of study, similar course taken with no or partial credits earned, or completion of a higher-level course with a grade of A or B in the same content.

### **LATE WORK**

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. CAVA @ Fresno faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Makeup work for students in grades 9-12 shall be designated by the individual classroom teachers in accordance with the educational objectives of the class and/or course and provided according to the teacher's policies within that course. Grading and content penalties may apply to late assignments once submitted.

### **HIGH SCHOOL ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)**

#### *ACADEMIC DISHONESTY AND PLAGIARISM:*

- This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

#### *SOME EXAMPLES OF THIS INCLUDE:*

- To use another's work and claim as your own
- To submit an assignment to more than one course
- To copy from text, web site or another course material
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chat room
- Asking for answers in a threaded discussion

- Using an online translator or foreign language dictionary during examinations
- Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete their work

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

*CONSEQUENCES:*

- 1<sup>st</sup> Offense
  - The student will receive an official warning and be required to watch an information recording. The student will be allowed to re-do the assignment, should he or she take the necessary steps. Student, parent, and teacher will also sign a behavior contract.
- 2<sup>nd</sup> Offense
  - The student will receive a grade of F for the assignment, which will result in a lower overall course grade on the grounds of academic dishonesty.
  - The teacher will notify the student and parent via email, and alert the Curriculum Specialist, Regional Lead, Guidance Counselor, and Principal. Included in this mailing will be a copy of evidence of plagiarism and cheating.
  - The student will be emailed a copy of the behavior contract on file from the previous offense. The contract will also be placed in the student's file.
  - The student will be required to attend a tutorial session, held with an administrator.
- 3<sup>rd</sup> Offense
  - The student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript.
  - Parent and student will be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and cheating.
  - A conference call will be set up with the student, parent, teacher, Curriculum Specialist, and Principal.
- 4<sup>th</sup> Offense
  - Parent and student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and cheating.
  - A student may be withdrawn from CAVA and placed back in the school of residence.
  - The incident will be noted in the student's permanent file.

*AVOIDING PLAGIARISM:*

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided

an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook*, and for formatting, questions refer to manuals such as *The MLA Handbook for the Humanities*, *The Publication Manual of the APA* for social sciences and business and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrator and may result in loss of credit and revoked access to course(s).

#### **CHANGE IN CLASS SCHEDULE**

CAVA @ Fresno will allow class/schedule changes in the first ten (10) days of each new semester for good cause.

Good cause includes, but is not limited to:

- Misplacement
- Repetition of a previous course with a passing grade
- Placement in a course prior to receipt of transcript from former district(s)
- Parent request

CAVA @ Fresno will not allow new courses to be added to a student's schedule beyond the first ten (10) days of each new semester. All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

#### **COURSE CHANGE DEADLINE**

Our Counseling Team works with students to ensure adequate progress is being made in courses and toward long-term goals. There are times when a student and learning coach determine that a course level or course in general is not working well for the student. In those instances, the counselor or freshman support specialist work with the family to discuss options available which ultimately may lead to a dropped or changed course.

Students and Learning Coaches will have 10 school days after the start of the semester (or student's start date in school) to request a course level change or request to drop a course. This deadline will be messaged and posted. Students must maintain a full course load (six classes in addition to Online Learning) and remain on track for graduation. Students wishing to change or drop a Math, English, Science, or History course may move to a course that meets the graduation requirements in the same content area. Requests for exceptions will be reviewed by administration on a case by case basis.

## **CAVA2COLLEGE CONCURRENT ENROLLMENT PROGRAM**

CAVA has partnered with Norco College to offer the CAVA2College Program. The purpose of the Cava2College initiative is to provide eligible CAVA high school students an opportunity to experience high quality teaching and learning in selected virtual college courses to begin their journey toward achievement of an associate degree and/or earn transferable credits to four-year universities. Students will be enrolled in courses that meet both high school and college requirements, allowing them the opportunity to earn dual credits. Students who have successfully completed 10<sup>th</sup> grade (or higher) and meet all program entrance requirements are eligible to participate in the Cava2College program. The college has agreed to waive the enrollment fee, health fee, and any tuition costs. Families are responsible for the cost of books and supplies.

The concurrent enrollment policy, below, will stand. Students will be required to take a minimum of four courses with CAVA, in addition to Online Learning. Time spent on college coursework does not count toward CAVA attendance credit. To be eligible for CAVA2College, students must have and maintain a minimum cumulative GPA of 3.0 and maintain it throughout the program. Compliance with attendance and communication policies will also be taken into consideration when determining eligibility. Summer courses are 8 weeks in length. Fall and spring courses are 16 weeks in length. These may not align with the CAVA semester schedule.

## **CONCURRENT ENROLLMENT POLICY**

High School Concurrent Enrollment permits high school students the opportunity to enroll in courses at a local community college or at a high school site for educational enrichment. The purpose of the program is to provide “advanced scholastic,” “educational enrichment opportunities for a limited number of eligible students” as defined by Education Code, Section 48800 and 76002.

The Intent – The intent of the Education Code in allowing concurrent enrollment is to provide high school students with accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

The Profile – Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work (work to make-up for failed high school classes or middle school classes) are not eligible and must be served by CAVA @ Fresno.

Remediation – Students with the intent to take classes to make-up for classes previously failed in high school, and it is disallowed under concurrent enrollment.

## **POLICIES AND REQUIREMENTS FOR CONCURRENT ENROLLMENT**

CAVA @ Fresno High School students wishing to enroll in a community college must complete all forms with their high school counselor. The guidance counselor will help students select classes that meet their educational needs. Students are required to have a minimum GPA of a 2.5 and will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the counselor.

Students under 18 years of age must have the signature of a parent or guardian authorizing the student’s participation in the program. Students must submit a copy of the high school concurrent

enrollment application to the counselor before enrollment each semester in which they wish to participate.

Students are limited to six units, or two classes, per semester.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved, the student will receive credit from CAVA @ Fresno on his or her high school transcript.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Faculty staff is not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See college catalog or schedule of classes for policies.

### **STEPS FOR HIGH SCHOOL CONCURRENT ENROLLMENT**

1. Read the class schedule and choose a course you would like to take.
2. Get your parent's approval for attending a college class and have them sign the high school concurrent enrollment form (if under 18).
3. Mail the high school concurrent enrollment to your school counselor to obtain his/her signature and discuss your selection.
4. Complete an admissions application from the community college and take it to the Admissions & Records Office along with the high school concurrent enrollment form.
5. You will be required to take assessment tests if you enroll in English, math, or ESL courses and you must adhere to any prerequisite requirements.
6. You must fill out a separate high school concurrent enrollment form for each semester you wish to attend.
7. For your student to receive the concurrent credit, the CAVA @ Fresno office must receive the final transcript with the class taken from the community college.

### **COLLEGE ADMISSION REQUIREMENT**

California Virtual Academy @ Fresno is committed to offering high school students a variety of course options needed to meet the admission requirements of the California State University (CSU) and University of California (UC) system.

Information regarding California State University (CSU) and University of California (UC) admission requirements is provided to parents/guardians of students in grades 9 through 12. A list of CSU and UC websites to view high school courses that have been certified by the UC as satisfying admission requirements to CSU and UC is provided to all students via our internal email system and via counselor website <https://sites.google.com/site/cavacounselor/home>. For information regarding the selection of courses that will meet college admission requirements, contact your student's high school guidance counselor. For additional information regarding college admission requirements and CAVA @ Fresno offered courses that meet the CSU and UC admission requirements please refer to the Strong Start website which is available at <http://cava.k12start.com/>. Also, these websites provide valuable information regarding college admission requirement and high school courses that have been certified by the University of



California as satisfying California State University and University of California admissions requirements: [www.csumentor.edu](http://www.csumentor.edu) and [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/).

If California Virtual Academy @ Fresno is unable to offer a course that meets the A-G requirements set by the CSU/UC system, the school will provide students and their parents options for meeting the A-G requirement. The student and parent can work with their guidance counselor and school principal to choose the most appropriate option and receive reimbursement of expenses (tuition, books, and/or testing fees) upon submitting proof of satisfactory completion.

Annually, CAVA @ Fresno counselors will contact every student in grades 9-12 to review chosen courses of study. Additionally, a student in grades 9-12 may at any time request a meeting with his/her counselor through the high school counseling center.

### **HIGH SCHOOL COUNSELORS**

Our counselors are here to help our students with questions and make sure that our students are successful. If you have questions regarding classes, schedule, or graduation requirements, please look in the Online School at your child's assigned teachers to find your assigned guidance counselor.

The most important job of the counselor is to make sure students are enrolled in the right classes, will be graduating promptly, and are successful in CAVA @ Fresno.

Specific Functions:

- Coordinate yearly course selections, course changes, and long-term 4-year selection plan
- Review and maintain transcripts
- Monitor student's progress
- Communicate with teachers, parents, and students regarding academic status
- Write college recommendations
- Conduct post-high school planning
- Distribute scholarship information
- Make financial aid material available and guide parents and students through the process
- Provide registration information regarding PSAT, SAT and Advanced Placement testing
- Coordinate teacher/parent conferences when requested
- Provide support for new high school students

### **SCHOOL ACHIEVEMENTS AND AWARDS**

California Virtual Academy @ Fresno celebrates student achievement by offering a number of awards and recognitions.

**Valedictorian Achievement:** A graduating student that receives a 4.0 or above receives a Valedictorian Medallion at graduation. Students are notified of their valedictorian status prior to graduation.

**National Honors Society Achievement:** Per National Honors Society (NHS) bylaws, an NHS student is given an NHS achievement award at graduation if they have participated in NHS for three semesters prior to graduation.

**Dean's Honor List:** All students (9-12) at the end of the fall and spring semester that have received a 3.0-3.49 receive a Dean's Honor certificate via mail.

**Dean's High Honor List:** All students (9-12) at the end of the fall and spring semester that have received a 3.5 and above will receive a Dean's High Honor certificate via mail

**Golden State Seal Merit Diploma:** Students may be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas, four of which are English-language arts, mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student.

**State Seal of Biliteracy:** This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

## RELEASE OF LIABILITY

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My student has my permission to participate in any CAVA @ Fresno-sanctioned activity for the school year 2020-2021. This includes, but is not limited to, field trips, park days, testing and graduation ceremonies.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the CAVA @ Fresno activities.

I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge California Virtual Academy @ Fresno, its officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of California Virtual Academy @ Fresno.

I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

I attest and verify that said minor is physically fit and able to participate in school events and acknowledge that I am aware of the inherent risks in participating in any athletic event. Please make sure to notify the school if your child has had allergies, medicine reactions or an unusual physical condition which should be made known to a treating physician or which could limit participation in outings or in person events.

APPENDIX 1:

**MODEL YOUTH SUICIDE PREVENTION POLICY**

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency California Virtual Academy at Fresno that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160AB2246](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246).

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at

<http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Additionally, the CDE encourages each California Virtual Academy at Fresno to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

## **California Virtual Academy at Fresno Youth Suicide Prevention Policy**

The Governing Board of California Virtual Academy at Fresno recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Head of School, April Warren, shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Head of School, April Warren, shall develop and implement preventive strategies and intervention procedures that include the following:

### **Overall Strategic Plan for Suicide Prevention**

The Head of School, April Warren, shall involve 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, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

### **National/Statewide:**

- Lifeline Chat: Call 1-800-273 TALK; Chat online at: [www.crisischat.org](http://www.crisischat.org)
- Crisis Text Line: Text HOME to 741-741
- Suicide Hotline in Spanish 1-888-628-9454, option 1

- California Youth Crisis Line 1-800-843-5200
- California Peer Warm Line 1-855-845-7415

**Fresno County:**

- County Behavioral Health Services
  - Outpatient Mental Health: (559) 600-8918
  - Crisis: (559) 600-6760
- Mental Health Resources and Information: 1-800-654-3937  
[www.co.fresno.ca.us/DepartmentPage.aspx?id=46044](http://www.co.fresno.ca.us/DepartmentPage.aspx?id=46044)
- Outpatient Mental Health program for youth and adolescents aged 0-18:  
 (559) 600-8918  
 3133 N. Millbrook Avenue, Fresno, CA 93703

**Madera County:**

- County behavioral Health: 209 E 7th St, Madera, CA 93638
- For referrals and emergency psychiatric services: (559) 673-3508
- County Mental Health Service locations:
  - Behavioral Health Services: 559-673-3508. 209 E. 7th Street, Madera
  - Chowchilla Recovery Center: 559-665-2947. 215 S. 4th Street, Chowchilla
  - Oakhurst Counseling Center: 559-683-4809. 49774 Road 426 #D, Oakhurst

**Merced County:**

- Merced County Behavioral Health and Recovery Services: 209-381-6800  
 101 E 13th Street, Merced, 95341

**Mono County:**

- Mono County Behavioral Health: 800-687-1101. Therapy, referrals, and behavioral health services.  
 452 Old Mammoth Road, Mammoth Lakes, 93546
- List of regional therapists:  
[https://therapists.psychologytoday.com/rms/prof\\_results.php?sid=1495477842.6937\\_23165&county=Mono&state=CA](https://therapists.psychologytoday.com/rms/prof_results.php?sid=1495477842.6937_23165&county=Mono&state=CA)

**San Benito County:**

- San Benito County Behavioral Health: 831-636-4020  
 1131 San Felipe Road, Hollister, 95023

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific

campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.
- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at <https://www.pausd.org/student-services/counseling-services>

## **Prevention**

### **A. Messaging about Suicide Prevention**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, California Virtual Academy at Fresno along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

### **B. Suicide Prevention Training and Education**

The California Virtual Academy at Fresno along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention. California Virtual Academy at Fresno will develop a training plan to be set in place by the start of the 2017-2018 school year. Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors.
  - How to talk with a student about thoughts of suicide.
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  - The impact of traumatic stress on emotional and mental health.
  - Common misconceptions about suicide.
  - School and community suicide prevention resources.
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
  - The factors associated with suicide (risk factors, warning signs, protective factors).
  - How to identify youth who may be at risk of suicide.



- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and based on district guidelines how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  - District-approved procedures for responding to suicide risk, including multi-tiered systems of support and referrals. Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
  - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
  - Responding after a suicide occurs (suicide postvention).
  - Resources regarding youth suicide prevention.
  - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
  - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth affected by suicide.
    - Youth with a history of suicide ideation or attempts.
    - Youth with disabilities, mental illness, or substance abuse disorders.
    - Lesbian, gay, bisexual, transgender, or questioning youth.
    - Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - Youth who have suffered traumatic experiences.

#### Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

### **C. Employee Qualifications and Scope of Services**

Employees of the California Virtual Academy at Fresno and their partners must act only within the authorization and scope of their credential or license. While it is expected that Fresno professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by California Virtual Academy at Fresno

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

## **E. Parents, Guardians, and Caregivers Participation and Education**

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the California Virtual Academy at Fresno suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the California Virtual Academy at Fresno Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors.
  - How to talk with a student about thoughts of suicide.
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

### **Resource:**

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

## **F. Student Participation and Education**

The California Virtual Academy at Fresno along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide. Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress.
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
  - Coping strategies for dealing with stress and trauma.
  - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
  - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
  - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The California Virtual Academy at Fresno will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

#### Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

## **Intervention, Assessment, Referral**

### **A. Staff**

Two California Virtual Academy at Fresno staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites. Ramona Costello and Natalie Henry Suicide Prevention Liaisons.
- The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

## **B. Parents, Guardians, and Caregivers**

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

## **C. Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. California Virtual Academy at Fresno will develop a plan that includes crisis intervention procedures, including counseling and other support systems and have it in place by the start of the 2017-2018 school year.

## **D. Parental Notification and Involvement**

Each school within the California Virtual Academy at Fresno shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

Children's Services  
2135 SCHOOL Street, Suite 100  
SCHOOL, CA 93721  
CPS Hotline: (559) 600-8320

#### **E. Action Plan for In-School Suicide Attempts**

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
- Move all other students out of the immediate area.
- Immediately contact the administrator or suicide prevention liaison.
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable.
- If needed, provide medical first aid until a medical professional is available.
- Parents/guardians/caregivers should be contacted as soon as possible.
- Do not send the student away or leave them alone, even if they need to go to the restroom.
- Listen and prompt the student to talk.
- Review options and resources of people who can help.
- Be comfortable with moments of silence as you and the student will need time to process the situation.
- Provide comfort to the student.
- Promise privacy and help, and be respectful, but do not promise confidentiality.

- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

## **F. Action Plan for Out-of-School Suicide Attempts**

If a suicide attempt by a student is outside of California Virtual Academy at Fresno property, it is crucial that the California Virtual Academy at Fresno protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family.
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct.
- Designate a staff member to handle media requests.
- Provide care and determine appropriate support to affected students.
- Offer to the student and parents/guardians/caregivers' steps for re-integration to school.

## **G. Supporting Students after a Mental Health Crisis**

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority.
- Listen actively and non-judgmental to the student. Let the student express his or her feelings.
- Acknowledge the feelings and do not argue with the student.
- Offer hope and let the student know they are safe, and that help is provided. Do not promise confidentiality or cause stress.
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student.
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

## **H. Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide

prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers.
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation.
- Inform the student's teachers about possible days of absences.
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student).
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood.
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

## **I. Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Ramona Costello and Natalie Henry, Suicide Prevention Liaisons for the California Virtual Academy at Fresno shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
  - Identify a staff member to confirm death and cause (school site administrator).
  - Identify a staff member to contact deceased's family (within 24 hours).
  - Enact the Suicide Postvention Response Plan include an initial meeting of the district/school Suicide Postvention Response Team.
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death.



- Emotional support and resources available to staff.
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
    - Review of protocols for referring students for support/assessment.
    - Talking points for staff to notify students.
    - Resources available to students (on and off campus).
  - Identify students significantly affected by suicide death and other students at risk of imitative behavior.
  - Identify students affected by suicide death but not at risk of imitative behavior.
  - Communicate with the larger school community about the suicide death.
  - Consider funeral arrangements for family and school community.
  - Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered.
  - Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at [www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
  - Utilize and respond to social media outlets:
    - Identify what platforms students are using to respond to suicide death
    - Identify/train staff and students to monitor social media outlets
  - Include long-term suicide postvention responses:
    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or another significant event) and how these will be addressed
    - Support siblings, close friends, teachers, and/or students of deceased
    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted suicide resources for schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted%20suicide%20resources%20for%20schools-9/)
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>

Note: This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
  - (1) The guidelines are necessary.
  - (2) The department has the authority to issue the guidelines.
  - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

### Introduction:

The purpose of the mental health referral process is to identify students, whose behavior may impact their ability to access or participate in the special education curriculum, and appropriately provide the supports they need to be successful. This process will detail the steps when considering referral to mental health services, and the different services provided.

### Eligible Student Populations:

Students with IEPs who demonstrate behavioral health issues that impact their ability to learn and access the school curriculum are eligible for AB 114. ERMHS funds are not restricted to students who have “emotional disturbance” as their identified disability.

\*Please note ERMHS supports are provided to students already found eligible for special education. If there are mental health concerns with general education students, please follow Student Study Team process and student may be referred for a psycho-educational evaluation to include eligibility for ERMHS services.

### Services Covered:

Services must be included in the IEP and can include individual counseling, parent counseling, social work services, psychological services, and residential treatment. Any service agreed upon by the student’s IEP team as necessary for the student to receive a free and appropriate public education may be considered a related service and covered by AB 114 funds.

### Information:

Mental health services are provided through a three-tier model:

\*Please review progress as necessary to determine possible end of services and/or if additional supports are needed.

- Tier 1
  - New referral (SPED)
  - Mild level of needs
- Tier 2
  - Moderate level of needs and Tier 1 supports are deemed inadequate
- Tier 3
  - Severe level of needs
  - Tier 1 and 2 supports have been deemed inadequate

### Referral Procedure:

Either Parent/LC or any school staff may report a concern. The Educational Related Mental Health Services (ERMHS) packet, located in SharePoint, must be completed by the teacher and parent/LC and submitted to the assigned school psychologist. An IEP meeting is held and the team identifies the specific area of need, appropriate interventions to meet the need, and the data to be measured. Data is taken, and the team reconvenes after 12 weeks to review the student’s progress.