

Acknowledgment and Receipt of the
Pacific View Charter School 2.0
An Independent Study Public Charter School
Henderson Street Resource Center

Student and Family Handbook

Signature Page

2024-2025

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

Student Name: _____ Grade: _____

We have read, understand, and agree to abide by the policies, procedures, rules, and regulations outlined in this 2024-2025 student and family handbook.

We have also read pages 1-5 regarding behavior/academic expectations, consequences, and student dress code.

Parent/Guardian Signature: _____

Student Signature: _____

Student Signature: _____

Student Signature: _____

Student Signature: _____

Student and Family Handbook and Family / Student / School Contract 2024-2025

The guiding philosophy of Pacific View Charter School 2.0 consists of the following principles:

- Every student has value and is an integral part of our school community.
- Our community's strength is recognizing, honoring, and respecting human diversity.
- Taking responsibility for actions or choices creates individuals with integrity and character.
- Innovation and creativity are essential to our future.
- All students can live, learn, work, and play in a safe school community.
- High standards create excellence and promote academic achievement.

STUDENT COMMITMENT

1. I will follow all the rules of Pacific View Charter School.
2. I will attend school daily prepared, on time, and ready to learn and participate.
3. I will respect our teachers, classmates, and members of our community.
4. I will be attentive and polite in class so that these positive behaviors will promote an excellent teaching and learning environment.
5. I will keep my hands and feet, and objects to myself.
6. I will develop my talents by using my time wisely to learn, study, and make the right choices.
7. I will abide by my Master's Agreement and complete all assignments to the best of my ability.
8. I will attend school for all required school testing and all mandated state testing.
9. I understand that I may be placed on at-home independent study or dismissed from Pacific View Charter School for failing to submit completed assignments on time or failing to demonstrate positive and safe behavior consistently.

PARENT/GUARDIAN/FAMILY COMMITMENT

1. I will support the administrators, teachers, staff, and policies of Pacific View Charter School.
2. My child will attend school daily prepared, on time, and ready to learn and participate.
3. I will reinforce the importance of being attentive, polite, and following all school rules.
4. I will ensure that my child completes all assignments to the best of their ability.
5. I will ensure that my child attends school for all required school testing and all mandated state testing.
6. I will attend all scheduled meetings and parent-teacher conferences, and if my child is an at-home independent study student, I will meet with the teacher once a week.
7. I understand that my child may be placed on at-home independent study or dismissed from Pacific View Charter School for failing to submit completed assignments on time or failing to demonstrate positive and safe behavior consistently.

SCHOOL COMMITMENT

1. We will adhere to all Federal and State regulations of public schools, as well as to the policies of Pacific View Charter School.
2. We will encourage your child to work to the best of their ability.
3. We will provide quality instruction based on a rigorous curriculum to ensure your child achieves their highest potential.
4. We will provide a safe, caring, and nurturing environment based on dignity and respect for your child.
5. We will enforce all policies equitably for your child.
6. We regularly evaluate your child's progress and present those findings at conferences.
7. We will communicate with you should your child fail in their commitments and work towards a positive resolution as a team.

Pacific View Charter School 2.0
An Independent Study Public Charter School
Henderson Street Resource Center
115 Henderson Street
Eureka, CA 95501
Telephone 707-269-9490
Fax 707-269-9491



Student and Family Handbook
2024-2025

School Board of Directors

Meetings are held on the 2nd Tuesday of the month at 5:30 PM at the Henderson Street Resource Center.

PVCS 2.0 School Board of Directors operates independently of Eureka City Schools

Board President: Dale Stockly
Members: Rose Baker
Amanda Stelly
Michelle Costello
Vacant Position

School Staff

Administration:

James Malloy	Director
Bobby Mullins	Principal
Anita Matlock	Administrative Assistant

Certificated:

Dorrie Sweetwood	Kindergarten Teacher
Dorrie Sweetwood	First Grade Teacher
Megan Hansen	Second Grade Teacher
Haille Cagle	Third Grade Teacher
Estelle Wardrip	Fourth Grade Teacher
Garret Clark	Fifth Grade Teacher
Shasta Johnson	Sixth Grade Teacher
Whitney Robinson	Resource Specialist
Deanne Newhouse	Certificated Staff Support
Ariel Graham	Librarian
Jay Byker	Music Teacher

Classified:

Michael Johnson	Custodian
Nicole Delmage	Instructional Aide
Kelly Johnson	Community Liaison

History

Pacific View Charter School, Henderson Street Resource Center opened its doors on August 31, 2015, with an enrollment of 84 Pre-K through 6-grade students.

Pacific View Charter School 2.0 (PVCS 2.0) Henderson Street Resource Center opened on July 1, 2017. In 2016, a California Appeals Court Decision declared charter schools could not have school sites outside their sponsoring district. Pacific View Charter School had two locations outside Loleta Union Elementary School District and inside the boundaries of Eureka City Schools.

Pacific View Charter School submitted a Charter Petition to Eureka City Schools to have the Charter sponsored by Eureka City Schools. Pacific View Charter School officially closed on June 30, 2017. Pacific View Charter School 2.0 opened on July 1, 2017.

Motto

Our school motto is “Treat everyone with dignity and respect.”

Treating everyone with dignity and respect is accomplished by using kind words, keeping hands and feet and objects to ourselves, using good manners, and applying the “4 Ways to Cope” strategy.

Examples of dignity and respect are constantly being demonstrated and discussed with students.

School Colors and Mascot

Our school colors are blue and white. Blue represents trust, wisdom, and confidence. White represents individualism, hope, and optimism. Our mascot is the Blue Knight.

What is an independent study program?

Pacific View Charter 2.0 - Henderson Street Resource Center is a “non-classroom based” independent study program. This designation reflects our funding formula established by the California Educational Code. Therefore, your child must complete their assignments consistently.

A non-classroom-based independent study program must maintain a solid and positive relationship between families, students, and their teachers.

As an independent study program, each family must ensure their child completes all assignments.

Suppose your child is not completing assignments while receiving in-person instruction at our resource center. In that case, your child will bring the unfinished assignments home at the end of the instructional day. The incomplete assignments are expected to be completed at home and promptly returned the next instructional day.

Important Behavior Expectations and School Rules

Pacific View Charter 2.0 believes all children know how to behave acceptably.

Parents and Caretakers ensure their children adhere to the established behavior expectations and school rules.

Part of being a child in a public elementary school is learning how to live, act, and function within a pluralistic society. To that end, the following rules are general guidelines for accepted student behavior:

BEHAVIOR EXPECTATIONS

1. Demonstrate exemplary behavior for your teacher, all staff members, each other, and all fellow Knights.
2. Treat everyone with dignity and respect.
3. Use kind words.
4. Use equipment as intended.
5. Keep your hands and feet and objects to yourself.
6. Do not interfere with anyone's privacy and their right to learn.
7. Adhere to and follow all school, classroom, and community expectations.
8. Apply the four ways to cope model when necessary.
9. Personal conflicts occurring outside of school stay outside of school and private:
These include:
 - a) Boys and Girls Club,
 - b) Sleepovers, parties, and other social gatherings,
 - c) Attendance at other schools/programs and
 - d) Family relationships.Bringing these conflicts/negative interactions onto the school campus will result in disciplinary actions.
10. District technology is for educational purposes only. (See Internet/Computer Use on pages 9-10)



Additionally, the following are **not allowed**:

- Possession of or chewing gum.
 - Playing in non-designated areas.
 - Climbing on fences, trees, and buildings.
 - Loitering or playing in restrooms.
 - Smart Watches, Phones, or other communication devices are powered off and kept out of sight.
 - **Water is the only drink allowed inside the building. Sodas, coffee, chocolates, specialty drinks, etc., are prohibited in the classrooms.**
11. Students are here to study, learn, and develop the ability to work independently.
 - a. Actions that disrupt the learning process, disrupt a peer's educational engagement, or are off task will result in parent contact. The teacher may request that your child be sent home for the day. **Students may be reassigned to at-home independent study for repeated violations of this nature. (repeated violations consist of two or more incidents within a short period)**
 - b. Assigned work areas are kept neat and clean. (books, papers, pencils, personal items, etc., kept off of the floor)
 12. Toys, gadgets, costumes (including tails, ears, paws, and other body parts), pajamas, pillows, blankets, stuffies, and all other non-essential school items that can cause a distraction shall be left at home. Your child's teacher will decide if pajamas are appropriate when deemed a Friday "homerom" day. Due to the nature of "sharing," pillows, blankets, and stuffies are prohibited. (Trunk or Treat and School Spirit Days provide students with greater flexibility in their choice of dress)
 13. Students follow the basic school dress code. (See "dress code" on page 7) Students out of dress code will be sent to the office and call made home.

BEHAVIOR CONSEQUENCES

A behavior referral is issued when warnings, verbal redirections, or principal intervention attempts to correct the behavior have failed.

Behavior referrals consist of Tier 1 – minor issues, Tier 2 – concerning issues, and Tier 3 – Major issues.

Tier 1 behaviors are addressed by the classroom teacher and support staff.

- *Not following directions
Number of redirections: (3 max)
- *Interrupting instruction – minor
Number of redirections: (2 max)
- Disruption of a peer’s learning
- Teasing/name calling (non-targeted)
- Throwing an object (no physical contact)
- Not appropriate for school language/gestures
- Technology violation
- Not keeping hands to self.
- Refusing to engage academically
- Other:

Your child’s teacher will contact you by phone or in person to discuss the incident.

Consequences may include writing an apology letter, conference and reflection time, loss of a classroom privilege such as choice time, etc.

*Maximum redirections allowed before referral

Tier 2 behaviors are addressed by the classroom teacher and support staff and may require an administrative conference with the student and may require a parent/guardian conference:

- Rumors/gossip (non-targeted)
- Taunting/mockery (non-targeted)
- Hitting/pushing
- Profanity (abusive or obscene)
- Throwing an object (physical contact)
- Repetitive not appropriate for school language/gestures (3 prior incidents)
- Disrupted instruction - minor
- Behavior concerning bullying
- Damaged School Property
Approximate Replacement Cost \$ _____

Your child’s teacher will contact you by phone or in person to discuss the incident.

Consequences may include writing an apology letter, conference and reflection time, loss of a classroom privileges, loss of Fun Friday privileges for one or more Fridays, being sent home, recess suspension if the pupil’s participation poses an immediate threat to the physical safety of the pupil or to the physical safety of one or more of the pupil’s peers, or being reassigned to at-home independent study for a period of time.

The administration addresses Tier 3 behaviors due to their seriousness, repetitiveness, or tier progression.

- *Education Code 48900 Violations
See Attached Education Code 48900
- *Repetitive/Habitual Behavior
See Attachment A
- Intrusive/Improper physical contact
- Caused injury to another person
 - o Medical attention needed
 - o Medical attention not needed
- Disrupted instruction and the learning process – major

You will be contacted by school administration and classroom teacher.

Consequences will include reassignment to at-home independent study for an indefinite period of time, formal suspension, or dismissal from our independent study program.

Students may be excluded from a field trip for whose presence would pose a safety and/or disciplinary risk.

Behavior Referral Attachment A

Indicate the Repeated/Habitual Behavior:

- Profanity: Number of prior incidents: _____
- Offensiveness: Number of prior incidents: _____
- Interruption of Instruction: Number of prior incidents: _____
- Physical contact: Number of prior incidents: _____
- Targeted taunting/teasing
- Targeted rumors/gossip

Participating in the following WILL result in, at minimum, short-term reassignment to at-home independent study:

- **An accumulation of 30 demerits (See demerits on pages 6-7)**
- Intrusive or improper physical contact
- Biting
- Vulgar or obscene language
- Engaging or participating in games that can potentially cause physical or emotional injury, including but not limited to wrestling, any form of physical tagging, chasing games, crack the whip, camel/chicken fighting, piggy-back riding, corn dogging, etc., is prohibited.
- Engaging or participating in any activity that disrupts classroom order, the learning process, or any campus event or field trip activity.
- Engaging or participating in taunting, teasing, rumors/gossip, or other behaviors targeted at a person’s protected class for the purpose of demeaning, defaming, or attempting to cause emotional injury.
- Engaging or participating in acts of bullying, harassment, threats, or intimidation.
 - See Harassment, Discrimination, Intimidation, and Bullying Prevention Policy on pages 16-21.
 - Depending on the severity, these activities may be grounds for dismissal from our independent study program.



Possessing or Participating in the following WILL result in indefinite reassignment to at-home independent study and up to dismissal from our program, and notification of the proper authorities in severe and harmful instances:

- Illegal items. They include but are not limited to guns, knives, toxic substances, and any other item intended to cause damage to a person or property, including the possession of alcohol, tobacco, marijuana, CBD, or items containing CBD, medications, or other controlled substances.
- Verbal or Physical Harassment, Discrimination, Intimidation, and Bullying.

BEHAVIORAL REFERRAL DEMERITS

The school’s discipline policy is two-fold, with classroom teachers assisting students to immediately improve their behavior and keep parents/guardians abreast of their child’s behavior.

- Teachers are notified when a pupil assigned to them commits an infraction outside their classroom. These consist of but are not limited to playground incident reports and behavior in the hallways, bathrooms, library, etc.
- Parents/Guardians play an integral role in their child’s behavior; our goal is to work together to correct undesirable behavior.

Students may be referred to the school principal depending on the severity and frequency. Should a Behavior Referral be issued, parental contact will be made.

Behavioral Referral actions are based on the severity of the offense. In addition, behavioral referrals are assigned “demerits” depending on the Tier, cumulative number of referrals, and the seriousness of the offense. Actions vary from parent contact, being placed on at-home independent study, to being asked to find an alternative placement in their school of residence.

The administration assigns demerits based on the following table:

Tier Behavior	Incident Number	Demerits
1	First and Second Incident	1
	Subsequent Incidents	2
2	First Incident	2
	Second Incident	3
	Third Incident	4
	Subsequent Incidents	5
3	First Incident	6
	Second Incident	8
	Third Incident	10
	Subsequent Incidents	12

Ten demerits in a quarter = parent/teacher/student conference to discuss behavior corrections and establishment of behavior contract.

Twenty cumulative demerits = parent/teacher/student/administrative conference to discuss amending the Master Agreement to a modified school day or temporary assignment to at-home I.S.

Thirty cumulative demerits = at-home independent study or referral to district/school of residence.

Demerits are listed at the top right-hand corner of the behavior referral.

Important Academic Expectations

ACADEMIC EXPECTATIONS

PVCS 2.0 is an independent study charter school that requires that your child complete all assignments to an acceptable standard and that all appointments, including parent-teacher conferences, are kept.

Parents and Caretakers are responsible for ensuring their children complete their assignments on time, checking their progress in School Wise, and regularly contacting their child's teacher.

Board Policies Pursuant to Education Code Section 5147(a) and (b):

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 15 days. When special or extenuating circumstances justify a longer time for individual students, the Director or designee may approve a period not to exceed 20 days.
2. The Director or designee shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete 80% of the assignments during any period of 15 days.
 - b. In the event a student's education progress falls below satisfactory levels as determined by the Charter School's Student Study Team Procedures which considers ALL the following indicators:
 - c. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - i. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - ii. Learning required concepts, as determined by the supervising teacher.
 - iii. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Requirements for Students attending our on-site program:

- Complete 100% of the assigned work daily.
- Incomplete assignments are taken home to be completed and returned the following school day.
- Complete all assignments to the best of their ability with neat penmanship, the correct date, and name where required.
- Complete all required assessments: GO Math, IXL, STAR, DIBELS, Sight Words, and others that may be required from the teacher of record.
- Students devote their on-site time to completing daily, short-term, and long-term assignments.
- Students participate in all class discussions, assigned projects, activities, fun Friday rotations, and campus events when they are present.
- Adhere to all school rules.

Requirements for Students enrolled in our at-home program:

- Complete 100% of the assigned work daily.
- Complete all assignments to the best of their ability with neat penmanship, the correct date, and name where required.
- Students engage with on-line content posted by the teacher of record.
- Attend in-person to complete all required assessments: GO Math, IXL, STAR, DIBELS, Sight Words, and others that may be required from the teacher of record.
- Attend weekly meetings. Parents must also attend the weekly academic meeting.
- Students lacking in assignments may be required to attend Friday's study hall.

ACADEMIC CONSEQUENCES

PVCS 2.0 is an independent study charter school. Part of the Master Agreement requirements are that your child completes all assignments to an acceptable standard, to the best of their ability, and that all appointments, including parent-teacher conferences, are kept.

Teachers may require individuals with missing assignments to attend Friday Study Hall to complete those assignments at their discretion.

Should an individual accumulate missing assignments, parents/guardians will receive communication from their child's teacher and a letter from the school administration requesting that you and your child meet with the teacher to resolve the matter.

The **first instance** of a student accumulating missing assignments or a missed appointment will result in a letter of "warning" from the school administration.

The **second instance** of a student accumulating missing assignments, a missed appointment, or not responding to the first letter will result in scheduling a mandatory meeting between the classroom teacher, the parent/guardian, and the student. This meeting will establish a remedy and a timeline for the remedy to be accomplished. A summary letter from the school administration will follow, outlining the terms of improvement and the consequences of failing to adhere to the established corrective measures.

The **third instance** (failure to remedy from the teacher/parent/guardian/student meeting) will result in the possible referral back to your district of residence (dismissal from PVCS).

Students may be excluded from a field trip for being deemed deficient in schoolwork.

DRESS CODE

Clothing shall be neat, clean, and properly fitting. Clothing shall not be distracting nor impair freedom of movement. Meeting these requirements is essential to group acceptance and everyone's self-esteem. Primary students should wear clothing that is warm and suitable for physical activity. In addition, the following guidelines shall apply to all regular school activities:

- 1. Shoes must always be worn inside and outside of the classroom.**
 - a. Shoes must be closed-toed and have a heel strap (sandals, crocks, slip-ons, etc.)**
 - b. House and lounge slippers are not allowed to be worn.**
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other logo which are crude, vulgar, profane, or sexually suggestive, which bears drug, alcohol or tobacco company advertising, promotions, and likeness, or which advocate racial, ethnic, religious prejudice or gang affiliation or colors.
- 3. Clothes shall always conceal undergarments. See-through or fishnet fabrics, halter tops, tank tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.**
4. Hats, including ball caps, may be worn indoors if they do not pose a distraction. Hats are to be worn appropriately. Ball caps are to be worn with the bill facing forward.
5. Costumes (including tails, ears, paws, and other body parts), pajamas, and other potentially distracting clothing/outfits are not to be worn unless deemed so by a schoolwide event.

Coaches and teachers may impose more stringent dress requirements to accommodate certain sports or classes' unique needs. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond their control. (Education Code 49066)

Accidents and Illness

All serious injuries should be reported promptly to a staff member. Students should report to the office if they become ill or injured. School personnel will assist the student with first aid or contact the parent, guardian, or emergency contacts if necessary. **Individuals with a fever will be sent home to recover. Students who have/had a fever, vomiting, or diarrhea must be symptom-free for 24 hours before returning to school.**

In case of an accident requiring professional medical services, every attempt will be made to contact the parent or guardian and emergency contacts after we call 911. Please keep information on your emergency contacts current by informing the office of any changes.

Students may be excused from P.E. with a note from home for minor medical reasons. A medical excuse from a doctor will be required for more severe or ongoing medical reasons.

Admission and Registration

Visit the school office to inquire about registration. You must provide an official County Birth Certificate and a recent immunization record. If transferring in from another school, a Release of Information will be sent to complete the exchange of School cumulative records. Please provide the school office with a copy of any recent immunizations or boosters so that we may update our records. The school nurse reviews student health records to ensure compliance.

After School Invites

If your child goes to a friend's house after school, they should bring in a note indicating where they are going, signed by their legal guardian, even if the student walks home. Please submit these types of requests to the school office.

Allowable Drinks

Bottled water is the only drink allowed in the classrooms. High-energy beverages are **not** permitted on campus.

Arrival and Departure

Arrival time is between 815 and 830 AM – Monday through Friday
Dismissal times are at 105 PM – Monday and Friday and 300 PM Tuesday through Thursday

Please do not drop off your child before 8:15 AM.

Students desiring breakfast should arrive at the front of the school from 815-830 AM.

Students in Grades 2, 3, and 4 are to enter and exit at dismissal from the B Street Doors. Grades K, 1, 5, and 6 students are to enter and exit at dismissal from the C Street Doors. Late arrivals (after 8:30) and early departures (before the conclusion of the school day) are via the front office, Henderson Street Main Entrance.

Breaks

10-minute morning break.
35-minute lunch break (including 15 minutes of physical activity)
10-minute afternoon break (applies to full instructional days)

California Immunization Requirements for Admission**Parent's Guide to Immunizations Required for School Entry**

Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses (4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after 7th birthday.) For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after the 7th birthday.

Polio (OPV or IPV) — 4 doses (3 doses OK if one was given on or after 4th birthday)

Hepatitis B — 3 doses (Not required for 7th grade entry)

Measles, Mumps, and Rubella (MMR) — 2 doses (Both given on or after 1st birthday)

Varicella (Chickenpox) — 2 doses

These immunization requirements apply to new admissions and transfers for all grades, including transitional kindergarten.

Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose (Whooping cough booster usually given at 11 years and up)

Varicella (Chickenpox) — 2 doses (Usually given at ages 12 months and 4-6 years)

In addition, the TK/K-12 immunization requirements apply to 7th graders who are new admissions.

California schools are required to check immunization records for all new student admissions at T.K./Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization.

IMM-222 School (4/23) California Department of Public Health Immunization Branch ShotsForSchool.org •

CBD Products	Cannabidiol (CBD) products are not allowed on campus.
Change of Family Information	The office must maintain each student’s address, telephone, and emergency information record. Parents should notify the school immediately if there is a change of address, telephone number, or change of the individuals listed as emergency contacts for their child/ren. If any official court order restricts access to your child/ren, we urge you to provide copies to the office. (See Court Orders)
Closed Campus Information	<i>PVCS 2.0 is a closed campus.</i> During school hours, visitors shall report to the office before entering the school grounds or any part of the school building. Parents and guardians shall sign children out of the office if they leave during school hours. Children will only be released to individuals listed on the emergency information contact list or with a written note from the parent/guardian. If we are unfamiliar with the individual picking up your child, we may ask to see their identification and contact you before they are released.
Communicable Diseases	Contact the school immediately if your student contracts a contagious infection. Individual privacy will be strictly maintained. A generic informational flyer will be distributed to school families to advise of the symptoms and actions needed, including guidelines for the student’s return to school. Some of the common infectious infections are head lice, pink eye, strep throat, chicken pox, measles, fever, flu, vomiting, severe cold symptoms, impetigo, scabies, ringworm, or any other ailment that can potentially spread to other students.
Conferences and Report Cards	Parent-Teacher conferences are an integral part of your child’s education. It is expected that parents/guardians will attend both the first and third quarter conferences as part of the Master Agreement. Students will receive quarterly report cards four times a year. Conferences may be scheduled at any time during the school year at the request of either parent or teacher. Report cards may be held for lost textbooks and materials not returned.
Contractual Agreement	Pacific View Charter School 2.0 is a school of choice. As an independent study school, the Master Agreement, Family/Student/School Contract, and The Student Family Handbook set forth the requirements, terms, policies, and procedures that families and the school mutually agree to follow.
Court Orders	Please provide the office with court orders regarding child custody and restraining orders. We are obligated, by law, to abide by whatever current order we have on file. Additionally, the school maintains a neutral position in all legal family matters.
Curriculum	Our core curricular materials (ELA, Mathematics, Social Studies, Science) are approved by the California Department of Education and follow the Common-Core standards. English-Language Arts: Journeys, EBLI, and Simplify Your Writing Mathematics: California Go Math Social-Studies: My World Science: Mystery Science (K-3) and FOSS (4-6) These items will be available for preview at our Back-To-School Night and via request through the main office. Henderson Street Resource Center is the district office.
District Office	Eureka City Schools is the sponsor of our school charter. We have a Board of Directors independent of Eureka City Schools.
Emergency Drills and Actions	FIRE DRILLS: Students must follow the teacher’s directions during fire drills. Calmly leave the building and line up at the designated location. Students are expected to stay in line and maintain silence so that directions may be given. When the “all clear” signal is given, students are to return to class quietly and orderly. If the fire bell rings before school, at lunch, or after school, students should report to the designated area for their class. EARTHQUAKE PROCEDURE OR CIVIL DEFENSE: In an earthquake, students should drop and hold under cover of the classroom furniture. They should remain there until further directions from their teacher are received. Outside, students should drop to the ground, away from buildings or other structures, and protect their heads with their arms. LOCK DOWN: If a situation occurs that necessitates a lock down but not the evacuation of the school, students will calmly remain in the classroom and follow the directions of the teacher/school staff personnel. Teachers will be notified

Emergency Drills and Actions

that the lock down has ended when the principal or designee opens the classroom and notifies them. ***We do not practice lock down drills. Empirical evidence has shown that practicing lock down procedures can inflict immense psychological damage on children convinced that they are in danger.***

MAJOR EMERGENCY: If a severe earthquake or civil defense emergency occurs, students will be kept at school until picked up by their parents, transported home, or released to appropriate officials. If the school building is evacuated, the students will be evacuated to the playground for release to parents/guardians or emergency contacts. In an evacuation, students will be released only with an adult signature to designated individuals listed as emergency contacts for your child/ren.

In the event of a school, city, or statewide emergency, all persons on campus are mandated to follow the school's disaster preparedness plan and to follow the directions of the school administrator or administrative designee. Should students need to be picked-up from school, all parents/guardians/caretakers must show their full cooperation when coming to campus to pick-up their child. To keep all children safe, we ask all parents/guardians/caretakers coming to campus to pick-up their child to adhere to the following policies and procedures:

Do not telephone the school. Telephone lines may be needed for emergency communication.

Students will be released only to individuals identified on the school emergency card, which must be submitted as part of the Enrollment Packet. All parents/guardians/caretakers should consider the following criteria when authorizing another person to pick up their child:

- They are 18 years of age.
- They are usually home during the day or can leave work quickly.
- They could walk to the school campus if necessary.
- They are known to the child.
- They are both aware of and able to assume this responsibility.

The process of signing-out a student during a grave emergency may take time. We ask that all individuals maintain the procedure's integrity by waiting patiently and out of the way of emergency responders and traffic flow.

All parents/guardians/caretakers should impress upon their children the need for them to follow the directions of school personnel in times of an emergency.

Our Comprehensive School Site Safety Plan is available to review at the school office. We do not post it publicly due to the emergency evacuation routes and hostile threats procedures detailed therein.

Field Trips

All planned trips from the school site are subject to Education Code §35350. *No governing board of a school district shall require any student or pupil to be transported for any purpose or any reason without the written permission of the parent or guardian. This section shall not apply to the transportation of a student or pupil in an emergency arising from illness or injury to the student or pupil.*

No students shall be prevented from making a trip because of insufficient funds. No trip shall be authorized if any student is excluded from participation because of a lack of funds.

The principal or designee may exclude any student whose presence on the trip would pose a safety or disciplinary risk or is deemed deficient in schoolwork from the trip.

Immigration Status and Equal Access

The State of California and its educators must do everything within their control to make all California schools safe havens for California's students and families.

Immigration enforcement threats have led immigrant families to ask whether it is safe to send their children to school. Although California cannot control the actions of federal immigration enforcement agencies, federal and California laws empower schools to welcome all students and to reassure them of their educational rights and opportunities.

Under the U.S. Constitution, all students have a right to receive an education without discrimination based on immigration status. In Plyler v. Doe, the U.S. Supreme Court recognized that undocumented immigrants are guaranteed due process and

Immigration Status and Equal Access

equal protection rights under the U.S. Constitution and that children cannot be denied equal access to public education based on their immigration status.

Therefore, schools must provide free public education to all students regardless of their immigration status and the citizenship status of their parents or guardians. California law similarly affirms the equal educational rights of immigrant students. All children between 6 and 18 must be enrolled in school in California.

Under the California Constitution, all students and staff—regardless of immigration status— “have the inalienable right to attend campuses which are safe, secure and peaceful.” The California Supreme Court has affirmed that an immigrant student’s right to equal educational opportunity is “a vitally important right in our society.” The U.S. Supreme Court has ruled that the federal government cannot command state and local governments. Protections are codified in California law to outlaw discrimination based on a student’s immigration status “in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state financial aid.”

Internet and Computer Use

Pacific View Charter provides educational computer accounts, allowing access to the Internet. Internet access is coordinated through a complex association of government agencies and regional and state networks. The network’s smooth operation depends upon the end users’ proper conduct, who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities. In general, the smooth operation of the network requires efficient, ethical, and legal use of network resources. If a user violates the following terms and conditions, school computer use and Internet privileges will be revoked, and future access may be denied.

TERMS AND CONDITIONS (FOR EDUCATIONAL COMPUTER USE AND INTERNET PRIVILEGES)

ACCEPTABLE USE - Using your school computers must support education and research consistent with your school’s educational objectives. Using another organization’s network or computing resources must comply with the rules appropriate for that network.

UNACCEPTABLE USE- The transmission of material that violates any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, illegal, threatening, harassing, violent, or obscene material, and matter protected by trade secret. Altering or removing computer files not belonging to the user, installing unlicensed software, creating links to inappropriate materials, disconnecting equipment, and vandalism are also prohibited. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Any transmission or reception of pornographic material is expressly forbidden and will result in the cancellation of your computer privileges.

PRIVILEGES AND CONSEQUENCES - The use of school computers and the Internet are privileges, and unacceptable use will cancel those privileges. The system administrator may revoke privileges at any time as required. Any school’s administration, faculty, and staff may request that the system administrator deny, cancel, or suspend specific user privileges and that appropriate school disciplinary action be taken. Computer privileges may be revoked for an extended period depending on the severity of the violation (to be determined by the system administrator or administration). Students with revoked computer privileges cannot use any computer at school.

INDEMNIFICATION - Pacific View Charter 2.0 makes no guarantees of any kind, expressed or implied, for its service. Pacific View Charter 2.0 will not be responsible for any damage you suffer. This includes data loss resulting from faulty software or equipment, delays, non-deliveries, mis-deliveries, or service interruptions caused by their negligence or your errors or omissions. Use of any information obtained via the school computers or the Internet is at your own risk.

COMPUTER USE RULES

- a. Food and drink are not allowed near computer/electronic devices.
- b. Outside software is prohibited in any computer area; no software will be downloaded, stored, or installed on any computer or computer account.
- c. Pirated software (warez) and MP3s cannot be downloaded or stored on any computer or user’s account.
- d. Modifying or removing computer files that are not your own is not allowed.
- e. All copyright laws are to be observed. Copyrighted material should not be placed in the system without the author’s permission.
- f. You are not to move or disconnect any computer, peripheral device, or piece/part of any equipment. Contact a supervisor or teacher concerning problems with any of the equipment.
- g. Appropriate behavior and common courtesy are always expected.

Internet and Computer Use

- h. You should not send anything to a printer unless you need a hard copy of the information; do not print Web sites without knowing exactly how many pages will be printed; do not print multiple copies of any document without specific permission.
- i. Do not read other users' electronic mail or files, nor attempt to delete, copy, modify, or forge others' files or e-mails.
- j. Do not interfere with others' ability to send or receive e-mail.
- k. Do not disseminate personal identification information about yourself or others, including personal address, social security number, and phone number.
- l. Do not use the network in such a way that you would disrupt the use of the network by other users.
- m. Do not use the system to encourage the use of drugs, alcohol, tobacco, or any illegal/inappropriate activities.

SECURITY - Security for any computer system is a high priority, especially when the system involves many users. If you can identify a security problem on the network, notify your teacher, the system administrator, or the principal. You are not permitted to use another individual's account, and you should never allow anyone else to access your account. If, at any time, you feel that your password may have been compromised, see the system administrator immediately to have your password changed. You are responsible for all activity that occurs with your account. Attempts to log in to the network as a system administrator or gain unauthorized access will cancel your computer privileges.

VANDALISM - Vandalism will result in the cancellation of your computer privileges. Vandalism is defined as any malicious attempt to alter, harm, or destroy data of another user, computer, accessories, the Internet, or any of the above-listed agencies or other networks connected to the Internet. This includes, but is not limited to, the uploading, downloading, or creation of computer viruses.

RESTITUTION & CONSEQUENCES OF CONTRACT VIOLATION– Students may be suspended or subject to other disciplinary actions for violation of this: disruption of school activities and willful defiance of the valid authority of the school. Parents/guardians will be required to provide restitution for damages to school equipment while their child is logged into any computer. If there is no physical damage but the required staff or IT time required to reconfigure a system, will be charged \$50/hour for a minimum of one hour.

Local Control Accountability Plan (LCAP)

The annual LCAP is posted on our school's website. Parents/Guardians are encouraged to participate in the development and assessment process. Please get in touch with the school for information regarding the LCAP.

Lost and Found

If your child loses an article of clothing, check the lost and found rack in the main entrance lobby. Items of value (money, jewelry, and other items of this nature) will be kept in the main office. **It is recommended to mark any outerwear or personal items with your child's initials for easy identification.** Items not claimed are donated to a local charity at the end of the school year.

Students who bring valuable items to school do so at their own risk. The school assumes no responsibility for loss or damage, including electronic devices, cell phones, and personal possessions.

Mandated Reporters

All school employees are mandated reporters. We are required, by state law, to confidentially report suspected physical, sexual, and emotional abuse or neglect.

Mandated Testing

As a California public charter school, we must administer the California Assessment of Student Performance and Progress (CAASPP). 3rd-6th students are assessed in English Language Arts and Math, and 5th grade is additionally assessed in science. Parents/Guardians will receive a copy of the CAASPP results when available.

The signature page of this handbook indicates that you agree to have your child/ren participate in the testing process.

Statewide Testing Notification

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request

Mandated Testing

to excuse their child from any or all the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3-8 and grade 11.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math Who takes these tests?

Students in grades 3-8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

What is the test format? The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? The California Common Core State Standards through the Core Content Connectors.

CAASPP: California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).

CAASPP: California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

Which standards are tested? Alternate achievement standards derived from the CA NGSS.

CAASPP: California Spanish Assessment (CSA)

Who takes the test? The CSA is an optional test for students in grades 3-12 that tests their Spanish reading, listening, and writing mechanics.

What is the test format? The CSA is computer-based.

Which standards are tested? The California Common Core State Standards en Espanol.

ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Initial and Summative ELPAC are computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

Which standards are tested? The Healthy Fitness Zones, which are established through the FITNESSGRAM®.

Medication

In compliance with California Education Code §49423, when an employee of the school gives medication to a student, the employee must follow the written directions of a physician and with the written permission of the child's parent or legal guardian. These authorizations must be renewed whenever the prescription changes and at the beginning of each school year. **The prescription label on the container is not acceptable as a physician's statement.**

We require all medications to be stored in the school office and be administered when the physician's and parent/guardian's signed permissions are on file. Children are not allowed to have medication in their possession at school, walking to and from school, or on the school bus. This practice provides for the safety of all students on campus. The only exception to this policy is if the student's well-being is in jeopardy unless the medication, such as an inhaler for asthma, is carried on the person with a physician's order on file with the office. No out-of-date medicines will be given.

Medication must be provided to the school in the container in which it was purchased, with the prescription label attached, and must be prescribed to the student to whom it will be administered. When asked, most pharmacists will provide a duplicate bottle for school use. **School personnel cannot give medication brought to school in a plastic bag, plastic ware, or other repackaging.**

Over-the-counter and non-prescription medications, including cough/throat lozenges and pain relievers, cannot be administered without a signed physician's release. If you anticipate visiting your child's physician or dentist and expecting medication to be prescribed or the dose changed, stop by the school office for the appropriate forms.



Notice of Mental Health Services

Mental Health Services Act (MHSA)

About the Mental Health Services Act

The Mental Health Services Act (MHSA) provides funding to counties to expand and develop innovative and integrated mental health services for children, youth, adults, and older adults. California voters passed Proposition 63 in November 2004 as the result of a grassroots coalition intending to transform public mental health care.

The intent of this website is to inform and invite you to participate in the implementation of the MHSA.

Purpose

The MHSA addresses a broad continuum of prevention, early intervention, and service needs:

Older/Dependent Adult Services provides co-located, integrated mental health services by a clinician with the Adult Protective Services (APS) and In-Home Supportive Services (IHSS) Program.

Crisis Intervention Services (CIS) provides the coordination of crisis intervention services in partnership with law enforcement.

Comprehensive Community Treatment (CCT) is a team treatment approach designed to provide comprehensive, community-based psychiatric treatment, rehabilitation, and support to persons with serious and persistent mental illness.

The Hope Center is a client and family member center that provides peer-to-peer education, support, prevention services, wellness activities, and system navigation.

Rural Outreach Services Enterprise (ROSE) provides Mental Health, Alcohol and Other Drug (AOD), Social Services, and Public Health mobile outreach services to outlying communities.

Telemedicine services provide medication support to outlying areas.

Support to Transition-Age Youth (TAY) organizations.

The Mental Health Liaison works with families and individuals in the community who have mental health questions, concerns, or need support.

<https://humboldt.gov.org/329/Mental-Health>

Mental Health 24-hour Crisis Line

Ph: 707-445-
7715

Toll-free / Crisis Line

Ph: 888-849-
5728

Outpatient Services

Ph: 707-268-
2900

Administration

Ph: 707-268-
2990
Fx: 707-476-
4049

720 Wood St.
Eureka, CA
95501

Parental Complaints

Keeping in touch with your child's teacher is essential. For information or assistance with issues related to your child, your first contact should be your child's teacher. The teacher is responsible for answering your questions, providing information about your child's progress, and representing your child in disciplinary matters should that become necessary.

If you cannot resolve your concern at this level, contact the front office and request a meeting with the principal.

Contact the front office if you cannot resolve your concern at this level. Official complaints will be submitted in writing through the United States Postal Service to James Malloy, Director, or via e-mail to amatlock@pacificviewcharter.com.

Uniform Complaint Forms are available on the school's website. (See page 14 – Uniform Complaint Procedures)

Pedestrian and Bicycle Safety (Including skateboards and scooters)

Pedestrian Safety:

- Always stay and walk on the sidewalk.
- Always cross at the crosswalk and obey the crossing guard (if present).
- Never assume that cars see you.
- Look both ways TWICE before crossing the street.
- Make it a habit to look left, right, and left again before entering the roadway or intersection.
- Never stop in the middle of the street.
- Cross quickly from one side of the street to the other.

Bicycle/Skateboard/Scooter Safety:

- **Helmets are to be worn.**
- Bicyclists should ride a single file on the right side of the road, just like cars, and signal their intentions to other road users. We stress the need to ride defensively since many drivers do not see bicyclists.
- Obey all traffic signals and signs.
- Walk bikes/skateboards/scooters across crosswalks and be walked on and off the school grounds.
- Never assume that cars see you. Always stop and look both ways before crossing the street. Make it a habit to look left, right, and left again before entering the roadway or intersection.
- Never stop in the middle of the street.
- **LOCK YOUR BIKE.** Bring your lock, but do not lock bikes together. Skateboards/scooters are kept in the front office.
- The bike rack area is off-limits during the school day.

Prohibited Activities

The following activities are not allowed on our campus:

- All forms of the game of tag
- Tackle football
- Hardball
- Baseball
- Dodgeball

Recognition of Student Achievement

Recognizing students at school is vital for character development. PVCS 2.0 presents awards in various forms to recognize students' excellent achievement, traditional honor roll (based on grade point average), respectful behavior, and inspirational unique talents. Awards are given for citizenship, academics, special talents, and superlatives (friend to all, tech-savvy, etc.).

Grades K-3

Kindergarten through third-grade students are given awards in all areas except for the traditional honor roll. Awards are given for citizenship, academics, special talents, and superlatives (friends to all, tech-savvy, etc.).

Grades 4-6

Students in fourth through twelve grades are given awards in all areas, including recognition of being placed on the principal's list.

Principal's List recognizes those students who have excelled beyond the "A" honor roll.

Principal's list requirements:

- 1) A GPA of 4.0
- 2) Students must complete 100% of all assignments.
- 3) No assignments have been excused.
- 4) **Has demonstrated exceptional citizenship (no referrals or disciplinary issues).**

Traditional Honor Roll consists of two categories: A & B rolls.

Recognition of Student Achievement	<p>“A” Honor Roll</p> <ol style="list-style-type: none"> 1) A GPA of 3.50 to 4.0 2) Students must complete 90% of all assignments. 3) *Has demonstrated exceptional citizenship (no referrals or disciplinary issues).
Updated Student Policy 19	<p>B” Honor Roll</p> <ol style="list-style-type: none"> 1) A GPA of 3.00 to 3.49 2) Students must complete 90% of all assignments. 3) *Has demonstrated exceptional citizenship (no referrals or disciplinary issues).
*Board Adopted Requirements June 2024	
School Accountability Report Card SARC	The annual School Accountability Report Card (SARC) is available at the school office and on our school’s website. This report card provides information about the school, its resources, its successes, and the areas where improvements are needed.
School Newsletter	An informational flyer that lists the school calendar updates, events, breakfast/lunch menus, and miscellaneous information comes out monthly. Anyone wishing to submit an item of information should submit it in writing to the school office by the 25 th of each month.
School Nurse	A school nurse is available through a coordinated county school schedule and visits our school approximately twice a month to meet with students, consult with staff, and conduct health-related programs. Our nurse performs screenings for regular hearing, vision, and health issues at grade-level intervals. If you have a concern and wish your child to have a screening done, contact the office.
School Pictures	Individual and classroom pictures are taken in the fall of each school year. Watch for picture packet information to be distributed during September. All students are photographed for the school record.
Sharing	Health and safety precautions prohibit sharing food, clothing, and other personal items.
Special Education Program	<p>The school provides two Special Education Programs:</p> <ul style="list-style-type: none"> • The Resource Specialist Program is a State and Federally funded program developed for students with exceptional needs. If you feel your student might have a learning problem or disability, you may request they be considered for testing. Referrals may be made through the classroom teacher. • A speech pathologist/therapist is available to work with students who need help with speech-related problems. Referrals are made through the classroom teacher, and yearly assessments are conducted for new students.
Student Cell Phones and Paired Watches	<p>Cell phones, paired watches, and all other communication devices will be powered off and put away during school hours. All classrooms have telephones, and parents can reach students through the office if needed. Students violating these rules will have their devices placed in the school office for release to their parents/guardians.</p> <p>Students wishing to use their cell phones to contact you may do so in the office.</p>
Title IX	Sex Equity in Education policy can be viewed at https://pacificviewcharter.org/policies-and-procedures/
Uniform Complaint Procedures	<p>The Governing Board recognizes that the school is responsible for ensuring it complies with state and federal laws and regulations governing educational programs. The school shall follow uniform complaint procedures when addressing complaints alleging non-compliance with the adoption of a school safety plan or unlawful discrimination based on ethnic group identification, religion, age, sex, sexual orientation, gender, race, ancestry, national origin, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance.</p> <p>The school shall also follow UCP when addressing complaints alleging failure to comply with state or federal law in adult primary education, consolidated categorical aid programs, migrant education, vocational education, childcare, development programs, child nutrition programs, and special education programs. The full policy can be obtained at the school office or www.pacificviewcharter.org.</p>

Visitors

The Governing Board encourages parents/guardians and interested community members to visit our school and view our educational program.

To ensure minimum interruption of our instructional program, the Director or designee shall establish procedures that facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and the front office. If a conference is desired, an appointment should be set with the teacher during non-instructional time and within the confines of their contracted duty day.

To ensure the safety of students and staff and to avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session. All visitors enter through the Henderson Street main entrance. In addition, a visible means of identification for all visitors will be issued while on the school premises.

Individuals not escorted by school personnel and not wearing a visible means of identification, provided by the front office will be asked by school employees to immediately report to the school office.

No electronic listening or video recording device may be used by students or visitors in a classroom without the teacher and principal's permission.

All campus entry points are secured during the instructional day for the safety and security of our students and employees. ALL visitors must report to the front office, located on Henderson Street.

Volunteers

PVCS 2.0 sincerely appreciates volunteers offering assistance, skills, and life experiences to enhance our school community. Besides the necessary health and safety requirements, T.B. testing and DOJ clearance for working with children are required. Additionally, a "Classroom Volunteer Confidentiality Agreement" is required to be completed.

Wellness Policy

A local school wellness policy ("wellness policy") is a written document that guides a local educational agency's (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn.

Our two main goals are to promote healthy eating and physical activity. These are accomplished by providing nutritious meals (breakfast and lunch), participating in Harvest of the Month, instructing nutrition and healthy foods, and encouraging healthy party foods and treats. Daily physical activity is also recommended through play, running, climbing, and group activities. Students are encouraged to walk, run, bike, and participate in off-campus physical activities.

Our triennial wellness policy assessment is available on our school's website.

Harassment, Discrimination, Intimidation, and Bullying Prevention Policy

Complaint with the Safe Place to Learn Act

Education Code § 234.1 requires schools to adopt a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code 220, including immigration status. Education Code 231.5 requires schools to adopt a policy preventing sexual harassment. Education Code section 234.7 requires schools adopt Model Policies relating to protections for students from immigration-enforcement and related discrimination based on immigration status and citizenship status. Please also see the policies on Admission and Enrollment (Student Policy 1), Educational Records and Student Information (Student Policy 5), Immigration Enforcement Policy (Student Policy 18), Detention and Deportation Policy (Student Policy 19) and Registration of Visitors/Guests (Facilities/Operations Policy 5) to ensure all the required information is included in your board adopted policies.

All these requirements are encompassed in this document.

There are specific procedures that must be adopted for the broad policies contemplated by Education Code section 234.1. This policy incorporates these procedures for all complaints, including a process that is in line with the Uniform Complaint Procedures (“UCP”) required by the California Code of Regulations.

This policy is required to be posted in all schools and offices, including staff lounges and pupil government meeting rooms. This policy must also be publicized to pupils, parents, employees, agents of the school and the general public, and translated per Education Code section 48985. The school must also provide to its certificated staff who serve pupils in 7 to 12th grade information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender and questioning pupils, or related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation.

The school is also required to keep documentation of complaints and their resolution for a minimum of one CDE Compliance Monitoring cycle.

Allegations of sexual harassment by employees may be processed internally through the School’s UCP, but may eventually be referred to the Department of Fair Employment and Housing.

It is the policy of **Pacific View Charter School 2.0** to create and maintain a learning environment where students and employees are treated with dignity, decency, and respect. It is also the policy of **Pacific View Charter School 2.0** to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the school is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the school. Such discrimination, harassment, intimidation, or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the school or those attending school sponsored activities.

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

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

Each year, the school shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The school shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community.
- Discuss bullying-prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
- Identify the signs of bullying or harassing behavior.
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the school, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading, or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning, or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the school.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth, or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons, or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs, and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive, or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: *Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion, or intimidation).* Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the school.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment, and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. Bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group, or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, Fire Chat, Orbit, Bleep), internet websites offering comment forums (such as Facebook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the school or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The school will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The principal of the school

Complaints may be submitted to the Director by any of the following methods:

K-6th Grade Henderson Street Resource Center

- By phone at **707-269-9490**
- By e-mail **amatlock@pacificviewcharter.com**
- By mail at **115 Henderson Street, Eureka CA 95501**

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the principal, so that the school may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

The school will conduct a prompt, thorough and impartial investigation that provides all parties with appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The school will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the school to the extent possible but note that the investigation will not be completely confidential. The school shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal and/or Board of Directors. If the investigator concludes that a violation of this policy has occurred, the Principal and/or Board of Directors will take prompt and appropriate remedial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used, or reviewed during the investigation.

At the conclusion of the investigation, the principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the school's resolution of the complaint. The Board of Directors will provide the student with a final decision of the school's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the school shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The school shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The school shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and e-mail address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the school in accordance with the school's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the school shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the school's internet website in a manner that is easily accessible to parents/guardians/students.

Anti-Bullying Policy and Student Code of Conduct

California anti-bullying laws and regulations include the following definitions of bullying and cybersexual bullying:

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in California Education Code Sections 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
- C. Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
- D. Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

The Student Code of Conduct includes, but is not limited to, the following expectations:

- o Students are expected to treat others with respect and dignity.
- o Any student who engages in bullying may be subject to disciplinary action under the District disciplinary code.
- o Students are expected to immediately report incidents of bullying to the principal or designee.
- o Students should refuse to watch, laugh, or join in when someone is bullied.
- o Students are encouraged to offer moral support to any student who is being bullied or mistreated.
- o Students can rely on staff to promptly investigate each bullying complaint thoroughly and confidentially.
- o If the complainant student or the student’s parent feels that appropriate resolution of the investigation or complaint has not been reached, the student or the student’s parent should contact the Site Administrator.

Parent/Guardian Responsibilities:

- o Understand and discuss this policy and school rules with your child.
- o Report bullying incidents to your student’s teacher, principal, or principal’s designee.
- o Learn the warning signs that your child might be a victim or perpetrator of bullying:

➤ Signs a Child Is Being Bullied

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs. Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

If you know someone in serious distress or danger, don’t ignore the problem. Get help right away.

➤ Signs a Child is Bullying Others

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive

- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

<https://www.stopbullying.gov/bullying/warning-signs>

Responding to Bullying Complaints

- o The district's response to bullying shall be comprehensive and involve staff, students, parents/legal guardians, and the community, as appropriate, to address bullying at all school levels.
- o A complaint may be made to any site or district-level staff person, as appropriate. Victims of bullying are encouraged to file their complaints in writing using the Bullying Report Form. However, oral complaints will be accepted.
- o All bullying complaints shall be investigated and resolved within 30 school days of the filing of a complaint.

Student and Family Handbook and Family / Student / School Contract 2024-2025

The guiding philosophy of Pacific View Charter School 2.0 consists of the following principles:

- Every student has value and is an integral part of our school community.
- Our community's strength is recognizing, honoring, and respecting human diversity.
- Taking responsibility for actions or choices creates individuals with integrity and character.
- Innovation and creativity are essential to our future.
- All students can live, learn, work, and play in a safe school community.
- High standards create excellence and promote academic achievement.

STUDENT COMMITMENT

10. I will follow all the rules of Pacific View Charter School.
11. I will attend school daily prepared, on time, and ready to learn and participate.
12. I will respect our teachers, classmates, and members of our community.
13. I will be attentive and polite in class so that these positive behaviors will promote an excellent teaching and learning environment.
14. I will keep my hands and feet, and objects to myself.
15. I will develop my talents by using my time wisely to learn, study, and make the right choices.
16. I will abide by my Master's Agreement and complete all assignments to the best of my ability.
17. I will attend school for all required school testing and all mandated state testing.
18. I understand that I may be placed on at-home independent study or dismissed from Pacific View Charter School for failing to submit completed assignments on time or failing to demonstrate positive and safe behavior consistently.

PARENT/GUARDIAN/FAMILY COMMITMENT

8. I will support the administrators, teachers, staff, and policies of Pacific View Charter School.
9. My child will attend school daily prepared, on time, and ready to learn and participate.
10. I will reinforce the importance of being attentive, polite, and following all school rules.
11. I will ensure that my child completes all assignments to the best of their ability.
12. I will ensure that my child attends school for all required school testing and all mandated state testing.
13. I will attend all scheduled meetings and parent-teacher conferences, and if my child is an at-home independent study student, I will meet with the teacher once a week.
14. I understand that my child may be placed on at-home independent study or dismissed from Pacific View Charter School for failing to submit completed assignments on time or failing to demonstrate positive and safe behavior consistently.

SCHOOL COMMITMENT

8. We will adhere to all Federal and State regulations of public schools, as well as to the policies of Pacific View Charter School.
9. We will encourage your child to work to the best of their ability.
10. We will provide quality instruction based on a rigorous curriculum to ensure your child achieves their highest potential.
11. We will provide a safe, caring, and nurturing environment based on dignity and respect for your child.
12. We will enforce all policies equitably for your child.
13. We regularly evaluate your child's progress and present those findings at conferences.
14. We will communicate with you should your child fail in their commitments and work towards a positive resolution as a team.