



**HART-RANSOM ACADEMIC
CHARTER SCHOOL
PARENT-STUDENT HANDBOOK
2022-2023**



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Welcome to Hart-Ransom Academic Charter School! We are pleased that you have selected our school for your child's education and look forward to working alongside you this coming year. This handbook provides an overview of our program as well as important notices from our school district. We hope that you find this information enables a smooth navigation for your school year.

CONTACT INFORMATION

School Address: Hart-Ransom Academic Charter School
3920 Shoemake Avenue
Modesto, CA 95358

School Phone: (209) 523-0401

Fax: (209) 523-1064

Website: www.hart-ransomcharter.com

Office Hours: 8:00-4:30 p.m. Monday – Friday

Principal:	Sean Greene
Program Assistant:	Ellen Durrer
Secretary-Registrar:	Annie Zonlight
Resource Teacher:	Irene Gardner
Speech & Language:	Marissa Esquivel

Advisory Teachers:

Rashell Avila	Marlene Kramer
Kathy Berndt	Laurie Lane
Morgan Boone	Leslie Montgomery
Leslie Brennecke	Francesca Orr
Sara Douglas	Teresa Perez
Julie Fletcher	Kristen Peters
Irene Gardner	Teresa Teixeira
Heidi Giordano	Pamela Wampler
Leesa Kline	Chad Willson



Facebook:

<https://www.facebook.com/pages/Hart-Ransom-Academic-Charter-School/109093669125886>



Twitter: @HRCharterSchool

First Day of School: 8-8-2022
Last Day of School: 6-1-2023

HART-RANSOM CHARTER SCHOOL 2022-2023 CALENDAR

Grades TK-5 have 3 Trimesters
Grades 6-12 have 2 Semesters
Total Instructional Days: 180 days
See below for trimester/semester end dates

- Holiday - No School (Office Closed)
- Staff Work Day (Office Closed)
- Assignment Work Records/Projections Due
- CAASPP Testing Window - SBAC, CAST, Physical Fitness

January 2023

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

1-20 AWRs Due - 19 Days
1-2 to 1-6 Winter Break
1-9 Spring Semester Starts
1-16 Holiday - Martin Luther King, Jr. Day

August 2022

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

8-8 AWR Projections Due
8-2, 3, 4, & 5 Staff Work Day
8-4 Back-to-School Event
8-8 First Day of School
8-12 Fall Enrichment Deadline

February 2023

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

2-17 AWRs Due - 19 Days
2-13 Holiday - Lincoln's Birthday
2-20 Holiday - President's Day
2-24 Trimester 2 ends (61 days)

September 2022

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

9-2 AWRs Due - 20 Days
9-5 Holiday - Labor Day

March 2023

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

3-17 AWRs Due - 19 Days
3-20 to 3-24 Spring Break

October 2022

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

10-28 AWRs Due - 19 Days
10-10 Teacher non-work day
Non-attendance day
10-28 Trimester 1 ends (58 days)

April 2023

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

4-21 AWRs Due - 18 Days
4-7 Holiday - Good Friday
4-10 Holiday - Easter Monday
4-17 to 4-28 CAASPP Testing

November 2022

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

11-11 Holiday - Veteran's Day
11-21 to 11-25 Thanksgiving Break

May 2023

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

5-19 AWRs Due - 20 Days
5-1 to 5-5 CAASPP Testing
5-29 Holiday - Memorial Day
5-19 HS/Online Finals Deadline
5-30 Promotion/Graduation Ceremony

December 2022

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

12-2 AWRs Due - 19 Days
12-9 Spring Enrichment Deadline
12-16 MS/HS Semester 1 (87 days)
12-19 to 12-30 Winter Break

June 2023

S	M	T	W	T	F	S
				1	2	3

6-1 AWRs due (final AWR) - 8 Days
6-1 MS/HS Semester ends (93 days)
6-1 Trimester 3 ends (61 days)
6-1 Last Day of School
6-2 Staff work day

FOR ENRICHMENTS, SCHOOL EVENTS, AND FIELD TRIPS VISIT THE PARENT CALENDAR AT
www.hart-ransomcharter.com

Board Approved—12/07/2021

2022 - 2023 TK-8 Homeschool Assignment Work Record Due Dates

First projection sheet is due by 8-8-22

Learning Record Period	Dates	AWR Due Date	Work Samples Due
1	8-8-22 to 9-2-22	9-2-22	Math, Writing, Reading, Fitness Log (Grades 6-8)
2	9-5-22 to 9-30-22	9-30-22	Math, Writing, Social Studies, Fitness Log (Grades 6-8)
3	10-3-22 to 10-28-22	10-28-22	Math, Writing, Grammar/Phonics, Fitness Log (Grades 6-8)
4	10-31-22 to 12-2-22	12-2-22	Math, Writing, Science, Fitness Log (Grades 6-8)
5	12-5-22 to 1-20-23	1-20-23	Math, Writing, Fine Arts, Fitness Log (Grades 6-8)
6	1-23-23 to 2-17-23	2-17-23	Math, Writing, Reading, Fitness Log (Grades 6-8)
7	2-21-23 to 3-17-23	3-17-23	Math, Writing, Spelling, Fitness Log (Grades 6-8)
8	3-27-23 to 4-21-23	4-21-23	Math, Writing, Science, Fitness Log (Grades 6-8)
9	4-24-23 to 5-19-23	5-19-23	Math, Writing, Grammar/Phonics, Fitness Log (Grades 6-8)
10	5-22-23 to 6-1-23	6-1-23	Math, Writing, Social Studies, Fitness Log (Grades 6-8)

Hart-Ransom Academic Charter School		
Assignment/Work Record from August 9 - September 3, 2021		
DUE DATE September 3, 2021		
Student Name:	Advisory Teacher:	
Grade:	Samples Due: Math, Writing, Reading, Fitness Log (6-8)	
Parent Signature:		
Instructions:		
* As student completes daily work assigned, parent must initial the corresponding box for that day on the yellow copy.		
* Initials indicate that schoolwork was completed for that day.		
* Parent must sign and turn in this completed form <u>with required samples</u> each month.		
Reading:	Math:	Aug 9 - Sep 3
	Chapter/Lesson# _____ to _____	9
		10
		11
		12
		13
		16
		17
Grammar/Phonics:	Science:	18
		19
		20
		23
		24
		25
		26
		27
Writing:	Social Studies/History:	
		30
		31
		1
		2
		3
		Total Projected Days = 20
Spelling/Vocabulary:	P.E., Other Activities or Classes:	Total Days Absent
		Total Days Present
FOR OFFICE USE ONLY		Attendance Days Earned
Advisory Teacher Signature:		

White: Charter School (Prior to Completion of Assignment) Yellow: Charter School (Upon Completion of Assignment with Samples) Pink: Parent

Enrollment Process

Families interested in enrolling their child with Hart-Ransom Academic Charter School must first complete a request form online. The link is available through the school's website. Parents are asked to attend an orientation presentation at the school or virtually, which includes an overview of the homeschooling process, parent requirements, and student expectations. After approval, the parent must complete online enrollment forms. The following documents are required along with the completed enrollment forms:

- Child's birth certificate (original)
- Child's Immunization records
- Student Health Form
- Oral Health Survey (TK and Kindergarten only)
- Financial Demographic Survey
- Authorization to release records form (to request cum from prior school)
- Transcripts (or grades) in progress from previously attended school
- Family demographic survey

If your child has an IEP or 504 Plan, please include a complete copy of the student's most recent plan with the enrollment paperwork. If the student was declined or exited from special education, please include a copy of the exit paperwork.

After receiving all completed paperwork and attachments and the student is enrolled, you will be assigned to an Advisory Teacher (AT). The AT will contact you directly to set up an initial meeting to finalize program requirements, sign Master Agreements, and to design the instructional plan for your child. Master Agreements are signed once a year and are a State requirement for all independent study students. They must be signed on or before the first day of recorded attendance for the student.

For students enrolling into the online learning program, enrollments occur twice a year; prior to Fall semester and prior to Spring semester. Due to the requirements for online learning, we do not enroll online learning students mid-term. After enrollment, full completion of each term with a desired minimum completion of the full year of courses (two semesters) is requested for high school students. Dropping from the program mid-term is not encouraged in order to keep students on track to meet graduation requirements. Course credit may not be granted if the student drops mid-term.

Kindergarten and Transitional Kindergarten: A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year if the child will have his/her fifth birthday on or before September 1 (EC 48000[a]): Transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, (EC 48000[c]), a child is eligible for transitional kindergarten if a child will have his/her fifth birthday between September 2 and December 2.

Concurrent/Dual Enrollment Hart-Ransom Academic Charter School is a California public school; therefore your child cannot be enrolled in our school and another school at the same time. EdCode and

California Regulations prohibit “dual enrollment”. High school students are permitted to enroll in a Regional Occupation Program (ROP) or a community college with necessary approval from Hart-Ransom Academic Charter School.

Disenrollment Process (Guidelines for Dropping)

Although we hope that parents will commit to homeschooling for at least the full academic year, we understand that circumstances may change. If at any time a parent wishes to drop their student from Hart-Ransom Academic Charter School, the following process must be completed to exit the school and have school records completed and forwarded properly:

1. Notify your Advisory Teacher

a. When will be the last student day

b. Review required paperwork to close the student’s records including:

i. Final assignment work record, work samples and attendance verification

ii. Final report card information

iii. Return of curriculum and other instructional materials

iv. Return of school issues electronics including Chromebook

v. Information on the school where the student will be transferring

2. Return all curriculum and education materials to the receptionist

a. Verify that you cleared and do not owe any fees

3. Notify the new school to request student records

a. The new school can request student records and the cumulative file by sending a written request to the Secretary/Registrar.

Requests can be sent:

i. By Mail: Hart-Ransom Academic Charter School, 3920 Shoemaker Avenue, Modesto, CA 95358

ii. By Stanislaus County Office of Education Route Mail: #527

iii. By fax: 209-523-1064

b. Student records will only be forwarded to the new school by written request. Records will not be released to parents.

c. Pertinent enrollment information can be faxed to the new school upon request (birth certificate, immunization records, test results, report cards, high school transcripts, IEP records, etc.) upon written request.

Homeschooling through a Public Charter School

Hart-Ransom Academic Charter School provides families with an alternative to traditional classroom instruction. Instruction is accomplished in the home by parents or other responsible adults. Hart-Ransom Charter advisory teachers assist in the development of individual curriculum choices and provide guidance and supervision.

District Mission Statement

The Hart-Ransom Union School District, recognizing the uniqueness and worth of each child and committed to the individual success of its community's youth, will ensure a quality education that fosters the development of skills and attitudes necessary for life-long learning through a positive and safe learning environment in partnership with home and community.

School Mission Statement

Cooperative partnerships are foundational to our Charter beginning with our sponsor, Hart-Ransom Union School District. To support the District Mission Statement, the Charter School provides unique educational opportunities that enhance family life, while addressing the needs and concerns of parents and children. We take seriously our responsibility to help our students build proficiency in academic and social competencies necessary for success in each grade level and beyond.

Purpose

Hart-Ransom Academic Charter School is designed to support families who desire direct involvement in the education and instruction of their children at home. Extra activities and classes are offered for the students and parent-teachers to achieve their educational goals.

Principles

We believe the practice of the following principles will result in a good faith environment, manifested in loyalty to each other, and a growing commitment to the Hart-Ransom Academic Charter School community. We actively value

- Loyalty
- Honesty
- Diligence
- Relationships
- Respect
- Kindness

Office Staff Pledge to Families

We will greet you in a friendly, courteous manner, sincerely desiring to serve you, making you feel welcome. We will listen to your concerns and respond to you in a timely manner. We will maintain a positive, helpful attitude while assisting you in accomplishing your goals.

Advisory Teacher Pledge to Families

We will encourage you in your role as a teacher and support your vision of homeschooling. We will consistently problem solve, share resources, provide guidance, and improve materials and services in a positive, courteous, and timely fashion.

Your advisory teacher is your primary point of contact for the school year. They will provide you with their contact information and establish a routine for meeting with you. It is critical that you maintain steady contact with your advisory teacher.

Program Goals

- ✓ To allow for schooling to take place in the family home.
- ✓ To support students in studying at their own pace within the limits of compulsory school attendance requirements.
- ✓ To provide alternatives for students to achieve competency and/or mastery in basic skills.
- ✓ To challenge each student to excel in areas of special interest.
- ✓ To provide opportunities for students to develop independent thinking and problem-solving skills through meaningful endeavors.
- ✓ To encourage student and parent resourcefulness.
- ✓ To create a bridge between the school and the community.
- ✓ To serve as an alternative to traditional public school attendance.
- ✓ To assist parents who have chosen to educate their children at home by providing them with support, materials, guidance, and training opportunities.

Advisory Teachers' Expectations of Parents

1. Turn in Assignment/Work Records on time with appropriate pages, topics and lesson numbers, goals and objectives, corrected writing samples with rough drafts and scratch papers for math.
2. Call your Advisory Teacher with any needs or questions.
3. Return Advisory Teacher phone calls/texts/emails within two working days.
4. Meet with your Advisory Teacher and be on time for appointments.
5. Consult your Advisory Teacher before changing the curriculum. Fidelity to the selected curriculum is best for consistent student instruction.
6. Be able to show corrected daily work when asked.
7. Do the teaching for which you are committed.
8. Be a positive role model to your child.

Parents' Expectations of Advisory Teachers

1. Advisory Teachers will share their knowledge of curriculum, including texts, workbooks, teacher's editions, tests, and supplemental or alternative curriculum with parents while directing them towards home-based instead of classroom-based materials.
2. Advisory Teachers will give suggestions on motivating children to work efficiently and in a timely manner and advise parents if they are pushing the student too hard or not enough.
3. Advisory Teachers will offer workshops in creative writing, report writing, and unit approaches to teaching, which combines two or more subjects at various grade levels.
4. Advisory Teachers must return all phone calls within two working days.

TK-8 Parent Suggestions for Homeschooling

The role of Hart-Ransom Academic Charter School and of the Advisory Teacher is to offer support and guidance to parents who accept the primary responsibility for the education of their children. There are many ways to accomplish this type of personalized learning environment, but parents often ask for general information on schooling at home. The following section offers some suggestions for the homeschool parent. Work with your Advisory Teacher to design a program that fits your needs and the needs of your child.

How much to do each day? Mathematics: One lesson per day, unit or chapter tests, fluency daily (math facts, etc.)

Spelling: One unit and test per week

Reading: Daily reading; varies by grade level. Select questions for comprehension

Writing: Daily!

Grades TK-1: 1-2 sentences max.; Incorporate with drawing Grades 2-3: 3-5 sentences; teach paragraph writing Grades 4-6: Multiple paragraph compositions Grades 7-8: Clear, coherent, and focused essays; teach MLA format

Talk with your Advisory Teacher about teaching a writing process. Maybe utilize a writer's workshop format. Utilize the writing resources and prompts available on the school website.

English Language Arts: Daily; incorporate reading, spelling, writing, grammar

Social Studies: TK-3: At least 3 times per week

Grades 4-8: Everyday

Science: TK-3: at least 3 times per week

Grades 4-8: 3-5 days per week with hands-on learning

Investigate project-based learning assignments that incorporate multiple core academic areas. Try thematic units, especially with younger learners.

IMPORTANT! Parents need to correct student work daily. This provides an opportunity for informal assessment of student learning, keeps you current and organized, and allows opportunities to reteach if necessary.

Work with your advisory teacher for suggested daily schedules and a minimum number of instructional hours depending on the age, grade level, and student learning level.

Available Educational Resources

Hart-Ransom Academic Charter School offers a variety of educational resources for homeschooling parents. Back-to-school kits and other consumable supplies are available at the school Ed Center located at 3920 Shoemaker Avenue in Modesto.

Items available for checkout at the Ed Center include

- Reference materials
- Library books
- Craft/Art Instruction books
- Educational games
- Educational DVDs
- Instructional CDs
- Tempera Paint
- Construction Paper

If you require something particular for your at-home schooling plans, contact your advisory teacher for assistance. Requests can be made through the Advisory Teacher.

Many resources are available through the school website: <http://www.hart-ransomcharter.com/>

Onsite and Community Vendor Activities

Hart-Ransom Academic Charter School offers a wide selection of both onsite and community vendor activities to support core academics and enrich student learning with electives.

Enrollment in activities is optional and a privilege. Parents need to notify instructors of health or behavior issues, e.g. asthma, diabetes, heart condition, epilepsy, hyperactivity, exceptional shyness, learning difficulties, etc. Regular attendance is required. When your student has missed 3 sessions they may be dropped from the activity and may be disqualified from signing up for additional activities. Failure to maintain regular attendance may make you responsible for the cost of the activity for that semester. If your student is unable to attend a session for any reason, please notify the instructor PRIOR to the session. If you choose to drop an activity after the registration deadline date, you must notify the instructor AND your advisory teacher. Failure to do so may make you responsible for payment for that semester.

Everyone involved in classes must follow the HRACS Code of Conduct. Review it with your child. Parents are asked to DROP OFF STUDENTS ON TIME and BE ON TIME TO PICK THEM UP (within 5 minutes of the end of class), except where parents are required to remain with students. Please legally park your car before allowing children in or out of the vehicles. Stopping while in the street is not safe or appropriate delivery of your child. While on campus please walk your child through the parking lot to the sidewalk. Everyone's safety is of utmost importance.

Follow instructions in the activity booklet to register. Late registrations are not accepted. Any additional fees or material costs are the responsibility of the family, not HRACS. Some activities have co-pays, material/uniform/costume and registration fees, etc. Parents must inquire about co-pays and are responsible for any required. STAR Credits will confirm your enrollment and need to be submitted to the instructor at or before the first session. Remember you must contact the instructor prior to the deadline to enroll in the activity.

Online activity guide link: <http://www.hart-ransomcharter.com/enrichment.html>

Activities, Field Trips, and Workshops

Registration in advance is required for all activities, field trips, and workshops. If a payment is required, in part or in whole, it must be paid in advance and at the time of registration.

Field trips are for enrolled students and immediate family members only. Families must provide their own transportation. Families are asked to arrive at the field trip destination on time (or early) so that everyone attending the trip can enter as a group. Group discounts and tour packages require the entire group to be together for entry. Late arrivals may be denied entrance without a refund. Parents are responsible for student supervision during trips.

Workshops require advance registration. When childcare is provided during a workshop, it is only for enrolled students and siblings.

Student Dress Code Policy

The following dress and grooming regulations are to be followed by students at all school activities, including field trips:

1. Wear modest clothing that covers the midriff area and all undergarments.
2. Wear modest shorts/skirts. The length of shorts/skirts should be no shorter than mid-thigh.
3. Pants or shorts are to be worn at the waist. "Sagging" is inappropriate for school. Belts, if worn, must not be more than one size larger with the end secured, not hanging. Pants or shorts may not be frayed or torn and must be hemmed. The Principal or designee will determine what is appropriate for the school.
4. Appropriate shoes must be worn at school. Sandals may be worn only if they are securely fastened with a heel or back strap. No flip-flops. Closed-toe type shoes are to be worn during Physical Education. No "wheelies" (shoes with wheels) are allowed on campus.
5. Attire that will disrupt the normal operation of the school may not be worn. This includes articles of clothing that have been altered, including, but not limited to gang identity/affiliation or advocating of alcohol, drugs, tobacco, or acts that are illegal, violent, obscene, or hazardous to one's health.
6. Hats or caps shall be removed when indoors unless specifically authorized by health needs. If hats or caps are worn at school, the hat/cap must be worn appropriately with the bill facing forward. No gang-related hats or gang-related headgear may be worn on campus or at school activities.
7. Earrings are permitted only on the ear. No nose rings, brow rings, lip rings, or other body part rings or body piercing will be allowed. Earrings must not dangle and must be a type to not pose a safety concern when a student is engaged in physical education activities.
8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Policy for Animals at School and on School Grounds

As per board policy and administrative regulations (AR 6163.2), “No visitor to the school may bring an animal onto campus except for service animals”. Service animals and animals used for instructional purposes require prior approval by the school administration. “Visitors” include parents, students, community members, and all other guests.

Use of Service Animals by Individuals with Disabilities For an individual with a disability, a service animal means any dog that is individually trained to do work or perform tasks related to the individual's disability and for his/her benefit. For example, for an individual who is blind or has low vision, a service animal would mean a dog that helps him/her with vision, navigation, and other tasks; for an individual who is deaf or hard of hearing, a service animal would mean a dog that alerts him/her to the presence of people or sounds; and for an individual with psychiatric or neurological disabilities, a service animal would mean a dog that assists him/her by preventing or interrupting impulsive or destructive behaviors. (28 CFR 35.104) Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, or service dogs. (Education Code 39839; Civil Code 54.2; 28 CFR 35.136)

Use of Animals for Instructional Purposes Animals for instructional purposes shall only be brought to school for single day events. Animals may not be housed at school. All animals brought to school for instructional purposes must be in good physical condition and must be appropriately immunized. The teacher shall ensure that the species of animal is appropriate for the instructional purpose and age and maturity of the students. All animals brought to school for instructional purposes shall be adequately fed, effectively controlled, humanely treated, and properly housed in cages or containers suitable for the species. The teacher shall ensure that students receive instructions regarding the proper handling of and personal hygiene around animals.

Academic Honesty

HRACS upholds high standards in regards to the academic climate in which students learn. Cheating in any form compromises a student's ability to achieve academic and personal goals and undermines the value of our educational program. Cheating is taking or giving information from another person's work without properly identifying the originator. This includes using unauthorized materials when completing assignments or taking exams.

The following are possible forms of cheating:

- Copying from someone else's paper during an exam, test, quiz, or homework assignment OR allowing another student to see your work during the same.
- Copying from answer keys to complete the assignment, test, quiz, or exam.
- Plagiarizing – the unauthorized copying or close paraphrasing of another's work without citations while preparing research or other papers.
- Submitting individual work that is not wholly one's own or handwritten by another person without prior authorization or a formal IEP or 504 Plan.
- Creating false laboratory data.
- Using cell phones, calculators, or other electronic devices to complete assignments, exams, tests, and quizzes.
- Someone other than the student completing work for work samples.

Cheating on a State-mandated exam will result in invalidating the test and reporting the incident to the State of California.

If the Advisory Teacher feels that teacher's editions are being used inappropriately, the parent may be required to return and only use them under supervision at the school site.

Consequences for Cheating

First offense:

1. Students receive a zero on the assignment.
2. Teacher or Advisory Teacher will generate an incident report and submit it to the Principal.
3. Parent is notified of the occurrence
4. The Teacher or Advisory Teacher will counsel the student regarding cheating and possible further consequences for repeated behavior. Online students are required to view an Academic Integrity video online
5. Students will be given the opportunity to redo the assignment. The final grade may be limited to a “C” at the discretion of the teacher.

Second offense:

1. If the second offense is for the same subject, the student will receive an automatic “F” for the course.
2. If the second offense is for a different subject, the school will follow the rules for the first offense.
3. A second incident report will be written and submitted to the Principal.
4. Parent conference with the Principal, parent, advisory teacher, and the student will be scheduled.
5. Students will be placed on academic probation and suspended from all on-site classes and elective classes for 5 days.

Third offense:

1. Any student caught cheating for a third time regardless of the subject area will be automatically referred for dismissal under the grounds of non-compliance.
2. Students removed from the school for cheating will not be allowed to re-enroll during subsequent years without Board of Trustee approval.

Parent Requirements

Please refer to your copy of the Master Agreement for both student and parent requirements. The following highlights important requirements.

1. A monthly Assignment/Work Record must be completed and submitted to your Advisory Teacher with the required work samples for each student on or before the date listed on your calendar in this handbook.
2. FOR TK-8 HOMESCHOOL STUDENTS: the following number of missed assignments will trigger an evaluation of whether it is in the best interests of the student to remain in the home-based, independent study:
 - a. Missing two (2) consecutive contact appointments between the student and teacher
 - b. Failure to submit the required assignment work and attendance records per the designated calendared dates
3. FOR 6-12 ONLINE STUDENTS: the following number of missed assignments will trigger an evaluation of whether it is in the best interests of the student to remain in Independent Study:
 - a. Missing two (2) consecutive contact appointments between the student and teacher
 - b. A “participation rate” of less than seventy percent (70%) in the school’s learning management system over a period of four (4) weeks
 - c. Failure to submit the required assignment work and attendance records per the designated calendared dates
4. All students must receive 180 days of instruction per school year with a course of study to include, but not limited to: English-Language Arts, Mathematics, Science, History/Social Studies, Fine Arts, Physical Education. The course of study for high school and track options to be determined with the advisory teacher and counselor.
5. If your child is registered for a group class, he or she must attend. If you cannot make it to the class, please let the teacher know in advance. Refer to the class catalog for rules and requirements. Failure to attend can result in being dropped from the class. Classes are optional and contingent on student readiness.
6. The parent is responsible for all materials checked out from the school. We ask that you be mindful of the check-out time period of all library books, resource materials, etc. due to the fact that there are other families waiting to use these items. You are financially liable for all lost or damaged books and instructional materials.
7. Although the school instructional supports digital learning and online sites, the parent and student are responsible for safe and appropriate computer usage. Furthermore, the school is not liable for personal computer property or any subsequent equipment or programming issues related to third-party vendor software. Parents and students must sign the internet use agreement.

Noncompliance

Noncompliance is defined as

1. Late submittal of Assignment Work Records (AWRs) and Attendance Verification
2. Lack of or incomplete student work samples
3. Failure to keep scheduled appointments
4. Failure to return phone calls/texts/emails to supervising teacher or other course instructors
5. Failure to meet minimum school/academic standards
6. Failure to do assigned work
7. Failure to follow Hart-Ransom's Code of Conduct

Noncompliance Process:

1. Contact will be made by the advisory teacher with concerns of noncompliance, as listed above.
2. 1st Notice of Noncompliance (as approved by the Principal) will be mailed to parent(s). A copy will be placed in the student file (EdCode 51747 b). Specific corrections necessary by parents or students will be noted.
3. 2nd Notice of Noncompliance (as approved by the Principal) will be mailed to parents if issues from 1st notice are not addressed or if there are chronic issues of non-compliance. A copy will be placed in the student file. Written evaluation and a formal meeting will determine if the home-based, independent study is the appropriate academic placement for the child. Noncompliance with the terms of the Master Agreement may result in dismissal from the school and referral back to the District of Residence to meet California compulsory attendance laws.

Code of Conduct

HRACS and all associated with the school operate under the following code of conduct:

- ✓ Use good judgment
- ✓ Respect property of others
- ✓ Speak, act and listen with respect
- ✓ Be accountable for your own actions and those in your charge

We show respect to one another by

- ✓ Using indoor voices when in the Ed Center or classrooms
- ✓ Maintaining a clean school environment – clean up after yourself
- ✓ Monitoring your child(ren) while on campus, at vendor classes and school events
- ✓ Maintaining safety in school parking lots – Never park in orchard areas across from the school campus – Park in appropriate spaces
- ✓ Always being on time for classes, meetings and school events
- ✓ Taking care of your curriculum – treat it with care because you want the next student to receive it in the best possible condition. Parents are responsible for lost or damaged materials
- ✓ Never bring pets to campus or school functions.
- ✓ Continuously maintain contact with your advisory teacher so they can support your educational effort and help you achieve optimal success for your child(ren)

Schoolwide Learner Outcomes (SLOs)

HRACS believes in the academic, social and personal development of all students. Our SLOs provide direction, support the content standards, and establish a common focus for student achievement. The SLOs help guide our shared journey for creating 21st Century Learners. HRACS believes students should be mentored through a process of growth and development so that SLOs develop from K-12 with mastery by graduation.

Hart-Ransom Academic Charter School SCHOOLWIDE LEARNER OUTCOMES (SLOs)

Through a variety of educational approaches, Hart-Ransom Charter collaborates with students and parents to ensure all students have opportunities for academic achievement and personal success. The goal is for students to graduate as self-directed learners who are effective, clear communicators and responsible citizens prepared to compete globally in the 21st Century.

Upon graduation students will be:

SELF-DIRECTED LEARNERS WHO:

- **Use higher order thinking skills of analysis, synthesis and evaluation**
- **Reflect critically on experiences to self-directed improvement and personal growth**
- **Set goals, monitor progress and utilize resources to accomplish objectives**
- **Use technology to collect data, solve problems, communicate information, complete tasks, and develop products and presentations**
- **Acquire and apply time management skills**

EFFECTIVE COMMUNICATORS WHO:

- **Engage in active and attentive listening where they seek to understand**
- **Convey ideas effectively through oral and written communication**
- **Ask questions and engage in discussion to inform, defend, and expand knowledge**
- **Demonstrate the ability to work effectively and respectfully with diverse teams**

RESPONSIBLE CITIZENS WHO:

- **Contribute to the positive welfare of self, community, environment and world**
- **Work cooperatively with others in collaborative situations**
- **Demonstrate informed decision-making skills that reflect respect, integrity, compassion, and a strong work ethic**
- **Demonstrate responsibility and accountability for their actions**

METHODS OF EVALUATION

Students will demonstrate the attainment of skills, knowledge, and attitudes established throughout the program using a variety of methods of evaluation including, but not limited to: parent-teacher led assessments, advisory-teacher led assessments, portfolio work, project-based learning, observations, participation in and adherence to individual learning contracts when utilized, conferences with the advisory teacher, state-mandated standardized testing, completed work assignments, written or oral exams, oral presentations, mastery of age-appropriate technology, or other assessment measures as specified within the assignment work records. Submission of all student work, including documentation required with monthly assignment work records, must be submitted by the stated school deadlines. Deadlines are noted on the assignments, work record paperwork, and the school calendar. Student work will be evaluated regularly by the advisory teacher. Hart-Ransom Academic Charter School students will strive to demonstrate “academic mastery” in each academic subject. Hart-Ransom Academic Charter School believes that each student is an individual and learns at his/her own pace without pressure to perform at the level of another. “Mastery” for special needs and EL students will be defined appropriately according to their Individualized Educational Plans and English Proficiency levels.

The function of Hart-Ransom Academic Charter School is to support, collaborate, and aid the parent-teacher in the instruction of the student. The State of California mandates that the advisory teacher and school administration retain the basic professional responsibility for gauging educational progress, student mastery, and the satisfaction of the provisions of this agreement. Local assessments are utilized by the school to monitor student academic progress and make informed instructional decisions.

Parents/guardians will ensure that their student participates in any state-mandated standardized testing, unless exempted by law. The California state tests include the annual administration of:

- State standardized testing for all students in grade levels to be determined annually by the State of California.
- Physical Fitness testing for all students in grade levels to be determined annually by the State of California.
- English language testing (ELPAC) for students identified as English Language Learners in any grade or initially for students whose primary language at home is not English.
- Any other state testing as required by the State of California. Information on how districts and schools are performing on test scores, graduation rates and other measures of student success can be viewed online at: <https://www.caschooldashboard.org/#/Home>

Depth of Knowledge

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards. The standards can be viewed and downloaded at

<http://www.cde.ca.gov/re/cc/>

TK-5th Grade Report Card Sample



Hart-Ransom Union School District

Hart-Ransom Academic Charter School

Grade 4 Report Card

3920 Shoemaker Ave., Modesto, CA 95358 (209) 523-0401

Matthew Shipley, Superintendent

Sean Greene, Principal

Grade Level Standards Achievement Rating			
3: Standard Met	2: Progressing in Standard	1: Standard Introduced	NC: Standard Not Covered
Reporting Period			
1	2	3	
ENGLISH LANGUAGE ARTS: READING			
Foundational Skills			
Knows & applies phonics and word analysis in decoding words			
Reads accurately and fluently			
Literature and Informational Text			
Determines a theme of a story and summarizes the text			
Describes in depth a character, setting, or event in a story			
Describes how a narrator's point of view influences events			
Explains major differences between poems, drama, and prose			
Refers to details and examples when drawing inferences from text			
Compares and contrasts a firsthand and secondhand account of the same event or topic			
ENGLISH LANGUAGE ARTS: WRITING			
Text Type & Purposes			
Writes opinion pieces: introduce topic, state opinion, support and link opinions, and provide a concluding statement			
Writes explanatory texts: introduce a topic, use facts/definitions, link ideas, and provide a conclusion			
Writes narratives: introduce a narrator and/or characters, use narrative techniques, provide a conclusion			
Uses digital tools to produce and publish writing			
Conducts research based writing projects			
Conventions & Vocabulary Acquisition			
Uses interrogative, relative pronouns and relative adverbs			
Forms and uses the progressive verb tenses			
Forms and uses prepositional phrases			
Correctly uses frequently confused words (e.g., to, too, two)			
Writes fluently and legibly in cursive or joined italics			
ENGLISH LANGUAGE ARTS: LISTENING & SPEAKING			
Comprehension & Collaboration			
Paraphrases portions of a text presented through diverse media			
Engages effectively in a range of collaborative discussions			
Presentation of Knowledge & Ideas			
Plans and delivers a narrative presentation			
Adds audio recordings and visual displays to presentations			
HISTORY-SOCIAL SCIENCES			
History			
Describes the life among people of CA from the Native to the Spanish mission and Mexican rancho periods			
Explains the Bear Flag Republic, the Mexican-American War, the Gold Rush, and the granting of statehood			
Describes the transformation of the CA economy and its political and cultural development since the 1850s			
Understands local, state, and federal governments			
Geography			
Uses the coordinate grid system of latitude and longitude			
Identifies the state capital and describes regions of California			
Identifies location of Pacific Ocean, rivers, valleys, and mountain passes			
Distinguishes between the North and South Poles, the equator and the prime meridian, the tropics, and the hemispheres			
MATH			
Operations & Algebraic Thinking			
Interprets a multiplication equation as a comparison			
Multiples or divides to solve word problems			
Solves multistep word problems posed with whole numbers			
Finds all factor pairs for a whole number in the range of 1-100			
Number and Operations in Base 10			
Fluently adds and subtracts multi-digit whole numbers			
Multiples a whole number of up to four digits by one-digit			
Uses place value to round multi-digit whole numbers to any place			
Reads and writes multi-digit whole numbers in standard and expanded form			
Finds quotients and remainders with up to four-digit dividends and one-digit divisors			
Number and Operations: Fractions			
Recognizes and generates equivalent fractions			
Compares two fractions with different numerators and different denominators			
Understands decimal notation for fractions, and compares decimal fractions			
Adds and subtracts mixed numbers with like denominators			
Multiples a fraction by a whole number			
Understands addition and subtraction of fractions			
Measurement & Data			
Knows metric and standard measurement units			
Applies the area and perimeter formulas for rectangles			
Solves word problems involving distances, intervals of time, liquid volumes, masses of objects, and money			
Makes a line plot to display a data set of measurements			
Geometry			
Draws, identifies, and measures lines and angles			
Classifies shapes by properties of their lines and angles			
Mathematical Practices			
Makes sense of problems and perseveres in solving them			
Constructs viable arguments and critiques the reasoning of others			
Models with mathematics and uses appropriate tools			
SCIENCE			
Life Science			
Describes cells, plants, animals and their internal and external structures			
Earth Science			
Interprets data and evidence to describe rocks, fossils, weathering, erosion and changes in the Earth's surface			
Physical Science			
Understands matter, energy, electrical pathways and magnets			
ADDITIONAL SUBJECTS			
Fine Arts: Dance, Music, Theatre, Visual & Media Arts			
Physical Education/Health			

Effort Level Rating

O: Outstanding

S: Satisfactory

N: Needs Improvement

HABITS OF SUCCESS: LIFELONG LEARNING

Works independently and asks for help when needed			
Exercises self-control and follows rules and directions			
Works/shares/plays respectfully and cooperatively			
Demonstrates organizational skills			
Actively participates in learning			
Uses technology in an academic setting			

Hart-Ransom Academic Charter School 4th Grade Report Card

3920 Shoemaker Ave, Modesto, CA 95358 (209) 523-0401

Trimester 1: Comments

Trimester 2: Comments

Trimester 3: Comments

Fall Enrichments

Spring Enrichments

Office Staff Only

Attendance:	1	2	3
Days Present			
Days Absent			

Office Staff Only

Promoted to grade 5	
Retained in grade 4	

Advisory Teacher Signature _____

HRACS 6-8 Pathways

All students entering grades 6-8 will be placed on a pathway determined by Teacher Recommendation,

A. Middle School Traditional Pathway

This pathway requires a parent to teach all subject areas at home with Advisory Teacher Support.

- Parent heavily involved with student's education
- Flexibility with curriculum, pacing, and supplemental materials
- Several onsite enrichment activities, ie Math, Writing, Science labs

B. Middle School Online Pathway

This pathway requires a reliable Internet connection and a motivated, independent learner. If interested in this pathway, please refer to the, *Is Online Instruction Right for Me?*, handout.

- Online instructors provide grading and support for the core subjects
- Curriculum is 100% online
- Students have access to live lessons and tutors to provide support when needed
- Several onsite enrichment activities, ie Drama, Band, Spanish, Robotics
- AT Support to monitor progress and provide modifications as needed

C. Middle School Blended Pathway

This pathway is a blend of our Traditional Pathway and Online Pathway. With the Blended Pathway, a parent teaches some subject areas at home with Advisory Teacher support and some subjects through our Online Pathway.

- Online instructors provide grading and support for online subjects
- Flexibility with traditional curriculum, pacing, and supplemental materials
- Parent heavily involved with student's education for chosen subjects

Grades 6-8 Grading Worksheet Sample



Hart-Ransom Academic Charter School
 Hart-Ransom Union School District
 3920 Shoemaker Ave., Modesto, CA 95358 (209) 523-0401
 Matthew Shipley, Superintendent
 Sean Greene, Principal

ADVISORY TEACHER & PARENT GRADING WORKSHEET

6TH-8TH GRADE PERCENTAGE ACHIEVEMENT RATING

A: 90%-100% Excellent B: 80%-89% Above Average C: 70%-79% Average D: 60%-69% Below Average F: 59% and below

Reporting Period	1	2	Reporting Period	1	2
ENGLISH LANGUAGE ARTS Grade Level Curriculum: Reading: Literature Reading: Informational Text Writing Conventions & Vocabulary Listening & Speaking			SOCIAL SCIENCE & GEOGRAPHY Ancient, Medieval/Early Modern or U.S.		
MATH Grade Level Curriculum: Ratios & Proportions (6th-7th) The Number System Expressions & Equations Geometry Statistics & Probability Functions (8th) Mathematical Practices			SCIENCE Science and Engineering Practices (models, labs, experiments, projects, etc) Earth & Space, Life or Physical		
FALL ELECTIVES <div style="border: 1px solid black; height: 60px; width: 100%;"></div>			PHYSICAL EDUCATION Pass (P)/No Pass (NP) 6th grade: 100 Minutes per week 7th-8th grade: 200 Minutes per week		
SPRING ELECTIVES <div style="border: 1px solid black; height: 60px; width: 100%;"></div>			<div style="border: 1px solid black; padding: 5px;"> Effort Level Rating O: Outstanding S: Satisfactory N: Needs Improvement </div>		
HABITS OF SUCCESS; LIFELONG LEARNING					
Works independently and asks for help when needed					
Exercises self-control and follows rules and directions					
Works/shares/plays respectfully and cooperatively					
Demonstrates organizational skills					
Actively participates in learning					
Uses technology in an academic setting					
Office Staff Only					
Attendance:				1	2
Days Present					
Days Absent					
Promoted to grade					
Retained in grade					

HIGH SCHOOL INFORMATION

EDUCATIONAL OBJECTIVES The major educational objective of the High School Independent Study program at Hart- Ransom Academic Charter School is to enable the student to keep current with his/her grade-specific studies, successfully complete his/her assignments and meet assignment-specific objectives outlined in the curriculum, Master Agreement, and the learning management system utilized by Hart-Ransom Academic Charter School.

COURSE OF STUDY Areas of grade-specific study provided include, but are not limited to: English-Language Arts, Mathematics, Science, History/Social Studies, Physical Education, and other electives. Course of study, including electives, will be confirmed through consultation with the supervising teacher. The course of study and possible course credits for students in grades 9-12 will be attached to this Master Agreement.

REGULAR REPORTS Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, students and parents/guardians must communicate with the supervising teacher on a regular basis with the frequency to be determined by the supervising teacher based on the student's grade level and progress in the program. Required reports, or contacts, will occur in person, by phone, via online instructional sessions, at a mutually agreed upon time and date. Meetings/contacts will be documented in log entries and supervising teacher Student Contact Record log. The student and parent/guardian agree to report the student's attendance and lesson completion status using Hart-Ransom Academic Charter School's assignment work record form, a current student progress report, and any required student logs for physical education or elective courses to the school by the stated school deadlines, typically once per month at a minimum. Online student work will be stored electronically. Parents/guardians will ensure their student participates in all assignments and assessments as required by the school program including State testing as delineated in the Conditions of Independent Study.

METHODS OF EVALUATION Student evaluation will incorporate a variety of methods of evaluation that may include, but are not limited to: portfolio items, review of assignments by teachers and supervising teacher, observation, teacher-created evaluations, online assessments, proctored examinations, student activity or participation logs, written or oral tests and quizzes, and any other work submitted to be graded. Documentation required with monthly assignment work records, must be submitted by the stated school deadlines. Deadlines are noted on the assignments work record paperwork and the school calendar. Original student work including graded assignments will be stored in the learning management system. Student work will be evaluated regularly both by online teachers and the supervising teacher.

METHODS OF STUDY Activities selected as a means to reach the objectives may include, but are not limited to: core curriculum materials, reading, independent research, essays, term papers, flash cards, illustrations, oral or written reports, demonstrations, participation, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions, note-taking, videos, on-site labs, and other educational activities. Assigned texts, lesson plans, and acceptable monthly-required work samples for students are in the learning management system.

High School Graduation Requirements

A student shall complete the following course of study in order to receive a diploma of graduation from Hart-Ransom Academic Charter School. Students have the flexibility to use Community College courses to meet graduation requirements.

1. Pass a minimum of 225 credits
2. 40 Hours Community Service
3. Pass required core courses with a “D” grade or above:

HISTORY/SOCIAL SCIENCE 30 credits: World History (10 credits); US History (10 credits); US Government (5 credits); Economics (5 credits)

ENGLISH 40 credits

MATHEMATICS 20 credits (*All students must satisfy the Algebra I requirement*)

SCIENCE 20 credits: Physical Science (10 credits); Life Science (10 credits)

**VPA / LOTE / CTE* 20 credits

LIFE SKILLS 35 credits: Technology (5 credits); Career Paths (5 credits); Physical Education (20 credits); Health (5 credits)

ELECTIVES 60 credits (must be approved by your Advisory Teacher)

Students work with Advisory Teacher and Counselor to determine high school track, required courses and 4-year plan. For course descriptions, follow the link to the [Current Florida Virtual Global Classes](#).

No course can be used to satisfy more than one graduation requirement.

*Visual & Performing Arts / Language Other Than English / Career Technical Education

UC/CSU Approved A-G Course List

CSU/UC college requirements are called the “**A through G subject requirements**”. A student must receive at least a “C” in each A–G class or it won’t count. A–G subject requirements requirements are:

Subject Area	Years	Credits
A History/Social Science	2	20
B English (Language Arts)	4	40
C Mathematics	3 (recommended 4)	30
D Science (1 Life, 1 Physical)	2 (recommended 3)	20
E Language Other Than English (LOTE)	2 (recommended 3)	20
F Visual & Performing Arts (VPA)	1	10
G College Prep Elective	1	10

Valedictorian and Salutatorian Candidate Requirements

The following criteria shall be used to determine the valedictorian for each graduating class:

1. Student must have attended HRACS and maintained full-time status their last six semesters of high school and be in good standing (academics, behavior, and attendance).
2. Students must fulfill all HRACS high school graduation requirements including a minimum of 225 credits.
3. Valedictorian will be determined based on the highest weighted GPA among 12th grade students. Early graduates may **only** receive Co-Valedictorian status. Class rank will not supersede the other requirements (e.g., a student may have class rank of “1” but fail to achieve other requirements for the distinction of valedictorian).
4. A maximum of up to 20 credits (two courses) will be accepted for transcript remediation and GPA recalculation.
5. The valedictorian may be eligible to give a graduation speech that they have written. This speech must be pre-approved by the school administration or a designated committee.
6. The highest SAT or ACT score may be used to determine the valedictorian in the case of a tie between candidates using all other requirements.

The following criteria shall be used to determine the salutatorian for each graduating class:

1. The salutatorian must meet all of the same requirements as the valedictorian.
 - a. Full-time attendance at HRACS their last six semesters of high school and be in good standing (academics, behavior, and attendance).
 - b. Fulfill all HRACS high school graduation requirements and complete 225 credits
 - c. A maximum of up to 20 credits (two courses) will be accepted for transcript remediation and GPA recalculation.
2. Salutatorian will be determined based on the second highest weighted GPA. Class rank will not supersede the other requirements (e.g., student may have class rank of “2” but fail to achieve other requirements for the distinction of salutatorian). Early graduates cannot qualify for salutatorian status.
3. The salutatorian may be eligible to give a graduation speech that they have written. This speech must be pre-approved by school administration or a designated committee.

****** If there is more than one valedictorian candidate, the school may choose not to name a salutatorian candidate. If, in the determination of the school and/or district office administration, the behavior, action, student conduct, and/or reputation of a candidate is compromised prior to the date of graduation, school administration may decide, not to allow that student to deliver a speech during the graduation ceremony. If all potential candidates in a graduating class are below acceptable academic standards of HRACS, school administration may decide, at their discretion, not to name a valedictorian and/or salutatorian candidate for that graduating class.

Community Service Requirements

1. Minimum 10 hours per year regardless of number of hours from previous years
2. Forms must be submitted with final AWR of the year
3. Community Service Hours completed will be listed on the AWR each period
4. Hours must be verified by site supervisor
5. If hours are not met each year, the student will complete hours on campus at the discretion of administration.
6. If a graduating student does not meet the required hours, the graduate may not be able to participate in the graduation ceremony

Job Experience Credit (Must have valid work permit)

Credit is applied per semester and verified each AWR period based on a valid pay stub using the following requirements:

1. 2.5 credits for an average of 3.75 hours per week for a min. of 12 weeks (45 hours total).
2. 5 credits for an average of 7.5 hours per week for a min. of 12 weeks (90 hrs. total).
3. 10 credits for an average of 15 hours per week for a min. of 12 weeks (180 hours total).
4. 5 credits for an average of 6 hours per week for a min. of 15 weeks (90 hrs. total).
5. 10 credits for an average of 12 hours per week for a min. of 15 weeks (180 hrs. total).

DISTRICT NOTIFICATIONS PARENT NOTICE OF RIGHTS AND RESPONSIBILITIES

State law requires that parents be notified of their rights and responsibilities in certain matters pertaining to their children's education.

Administration of Medication:

Medication prescribed by a physician for a child may be administered while on campus by a registered nurse or other designated school personnel, or self-administered by the child if the medication is prescription auto-injectable epinephrine or prescription inhaled asthma medication, but only if the parent consents in writing and provides detailed written instructions from a physician. Forms for administering medication may be obtained from the school nurse. (Ed. Code, §§ 49423, 49423.1, 49423.5, 49480)

Students on Medication:

Parents are to notify the principal if their child is on a continuing medication regimen. This notification shall include the name of the medication being taken, the dosage, and the name of the supervising physician. With parental consent, the principal or school nurse may confer with the physician regarding possible effects of the drug, including symptoms of adverse side effects, omission or overdose and counsel with school personnel as deemed appropriate. (Ed. Code, § 49480)

Immunizations:

The District may exclude from school any pupil who has not been immunized properly. Pursuant to Health & Safety Code section 120325, a parent or guardian may consent in writing for a physician, surgeon, or health care practitioner acting under the direction of a supervising physician and surgeon to administer an immunizing agent to a pupil at school. (Ed. Code, §§ 48216, 48853.5(d)(7)(B), 48980(a), 49403, Health & Safety Code, §§ 120325, 120335, 120341)

Change in Immunizations Required for School Year 2016-2017

Under a new law known as SB 277, beginning January 1, 2016 exemptions based on personal beliefs will no longer be an option for the vaccines that are currently required for entry into child care or school in California. Most families will not be affected by the new law because their children have received all required vaccinations. Personal beliefs exemptions on file for a child already attending child care or school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten) or 7th grade.

It should be noted that SB 277 exempts from the immunization requirements students in independent study who do not receive classroom-based instruction. “Non-classroom- based instruction” includes, but is not limited to, independent study, home study, work study, and distance and computer-based education as supported by Education Code 47612.5(e)(1). Students lacking immunizations (full or partial) must inform the school as they would have under the prior personal beliefs exemption. This exemption applies for students in our homeschool and online learning programs. Parents must complete a local school declaration of exemption in our school office.

The following immunizations are required for students admitted to Kindergarten/Transitional Kindergarten in California (at ages 4-6 years):

- Diphtheria, Tetanus, and Pertussis (DTPaP, DTP, or DT) – 5 doses

(4 doses OK if one was given on or after 4th birthday)

- Polio (OPV or IPV) – 4 doses

(3 doses OK if one was given on or after 4th birthday)

- Hepatitis B – 3 doses

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

- Varicella (Chickenpox) – 1 dose

The following immunizations are required for students admitted to the 7th grade in California:

- Diphtheria, Tetanus, and Pertussis (DTPaP, DTP, or DT) – 4 doses (3 doses OK if one was given on or after 4th birthday)

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

- Hepatitis B – 3 doses

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

- Varicella (Chickenpox) – 1 dose

- Tetanus, Diphtheria and Pertussis (Tdap) – 1 dose at 7th grade or out-of-state transfer admission at 8th-12th grades (1 dose on or after the 7th birthday)

For more information about school immunization requirements and resources, please visit the California Department of Public Health's website at www.shotsforschool.org, or contact your local health department or county office of education. You may also speak with the principal for additional information.

Physical Exams and Testing: The District is required to conduct certain physical examinations and vision, hearing and scoliosis testing of students unless the parent has a current written objection on file. However, the child may be sent home if he or she is believed to be suffering from a recognized contagious or infectious disease. (Ed. Code, §§ 49451, 49452, 49452.5 and 49455, Health & Safety Code, § 124085)

Medical Coverage for Injuries: Medical and hospital services for pupils injured at school or school-sponsored events, or while being transported, may be insured at parent's expense. No pupil shall be compelled to accept such services without his or her consent or, if the pupil is a minor, without the consent of a parent or guardian. (Ed. Code, § 49472)

Medical and Hospital Services Not Provided: The District does not provide medical and hospital services for students injured while participating in athletic activities. However, all members of school athletic teams must have accidental injury insurance that covers medical and hospital expenses. (Ed. Code, §§ 32221.5, 49471)

Services for Students with Exceptional Needs or a Disability: State and federal law requires that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified students with disabilities ages 3 through 21 years. Students classified as individuals with exceptional needs for whom a special education placement is unavailable or inappropriate may receive services in a private nonsectarian school. Please contact the local director of special education for specific information. (Ed. Code, § 56040 et seq.) In addition, services are available for students who have a disability which interferes with their equal access to educational opportunities. (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. §104.32) The District official listed below is responsible for handling requests for services under Section 504 and may be reached at the following address and telephone: **Sean Greene, Principal Hart-Ransom Academic Charter School**

3920 Shoemaker Avenue Modesto, CA 95358 (209) 523-0401

Equal Opportunity: Equal opportunities for both sexes in all educational programs and activities run by the District is a commitment made by the District to all students. (Title IX of the Education Amendments of 1972.) Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to the District official listed below at the following address and telephone: **Matthew Shipley, Superintendent Hart-Ransom Union School District**

3920 Shoemaker Avenue Modesto, CA 95358 (209) 523-9996

Complaints (Special Education): Parents may file a complaint concerning violations of federal or state law or regulations governing special education related services. (Cal. Code Regs., tit. 5, § 4630) To file a complaint, write a description of the manner in which the parent believes special education programs for handicapped do not comply with state or federal law or regulations and file with the District official listed below at the following address and telephone:

Matthew Shipley, Superintendent Hart-Ransom Union School District

3920 Shoemaker Avenue Modesto, CA 95358 (209) 523-9996

Release of Student Information: The District does not release information or records concerning a child to non-educational organizations or individuals without parent consent except by court order, receipt of a lawfully issued subpoena, or when otherwise allowed by law. The following categories of directory information may be made available to various persons, agencies or institutions unless the parent or guardian notifies the District in writing not to release such information:

Name, address, telephone number, date of birth, e-mail address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received, and most recent previous educational institution attended. (Ed. Code, §§ 49060 et seq., 49073, 20 U.S.C. § 1232g, 34 C.F.R. § 99.7) In accordance with state and federal law, the District may also make available photographs, videos, and class rosters.

Inspection of Student Records: State law requires that the District notify 10. parents of the following rights which pertain to student records. (Ed. Code, §§ 49063, 49069, 34 C.F.R. § 99.7)

a. A parent or guardian has the right to inspect and review student records relating directly to his or her child during school hours or obtain a copy of such records within five (5) business days of his/her request.

b. Any parent who wishes to review the types of student records and information contained therein may do so by contacting the principal at his/her child's school. The principal of each school is ultimately responsible for maintenance of student records.

c. A parent with legal custody has the right to challenge information contained in his/her child's records. Any determination to expunge a student's record is made after a review of said record(s) by site administrators and certificated staff. Following an inspection and review of student records, the parent may challenge the content of the student's record. The right to challenge becomes the sole right of the student when the student becomes eighteen (18) years of age.

The parent may file a written request with the Superintendent of the District to remove any information recorded in the written records concerning the child which is alleged to be:

- (1) Inaccurate.
- (2) An unsubstantiated personal conclusion or inference.
- (3) A conclusion or inference outside of the observer's area of competence.
- (4) Not based on the personal observation of a named person with the time and place of the observation.
- (5) Misleading.
- (6) In violation of the privacy or other rights of the pupil.

Within thirty (30) days, the Superintendent shall meet with the parent/guardian and the certificated employee who recorded the information, if any, and if the person is still employed with the District, and sustain or deny the allegations. If the allegations are sustained, the Superintendent shall order the correction, removal or destruction of the information. If the Superintendent denies the allegations, the parent may appeal the decision to the Governing Board within thirty (30) days. The Board shall determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it shall order the Superintendent to immediately correct, remove or destroy the information from the written records of the student. (Ed. Code, § 49070)

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the District Superintendent, the parent shall have the right to submit a written statement of objections to the information. This statement shall become a part of the student's school record until such time as the information objected to is removed.

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with Education Code sections 49070-49071 to assist in the decision making. The decision as to whether a hearing panel is to be used shall be made at the discretion of the Superintendent or the Board and not of the challenging party.

d. A Student Records Log is maintained for each student. The Student Records Log lists persons, agencies or organizations requesting and/or receiving information from the records to the extent required by law. Student Record Logs are located at each school and are open to inspection by parents or guardians. (Ed. Code, § 49064)

e. School officials and employees having a legitimate educational interest, as well as persons identified in Education Code sections 49076 and 49076.5 and in the Family Educational Rights and Privacy Act, may access student records without first obtaining parental consent. "School officials and employees" are persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and District-employed law enforcement personnel), a Board member, a person or company with whom the District has contracted to perform a special service (such as an attorney, auditor, medical consultant, or therapist), or a parent or student whose access to student records is legally authorized. A "legitimate educational interest" is one held by a school official or employee whose duties and responsibilities create a reasonable need for access. (Ed. Code, §§ 49063(d), 49076, 49076.5, 20 U.S.C. § 1232g)

f. Parents and guardians have the right to authorize the release of student records to themselves. Only parents and guardians with legal custody can authorize the release of student records to others.

g. Parents and guardians may be charged twenty-five (.25) cents per page for the reproduction of student records.

h. Parents have a right to file a complaint with the U.S. Department of Education for alleged violations of parent rights related to student records. (20 U.S.C. § 1232g(g))

i. Parents may obtain a copy of the District's complete student records policy by contacting the Superintendent.

Student Discipline: District and School rules pertaining to student discipline are 11. available to parents or guardians of district students in the school office. (Ed. Code, § 35291) Students may be subject to discipline for off-campus misconduct if the misconduct is related to school activity or attendance and causes or is reasonably likely to cause a substantial disruption to school activities. For example, a student using technology such as a home computer, cellular phone, or other electronic communication device may be disciplined for engaging in unlawful harassment or making threats against students, staff, or district property even if such misconduct occurred off-campus and during non-school hours.

Dissection of Animals: If a student has a moral objection to dissecting (or 12. otherwise harming or destroying) animals, or any part of an animal, the pupil must notify the teacher regarding such objection, and the objection must be substantiated with a note from the pupil's parent or guardian. If the pupil chooses to refrain from participating in such a project or test, and if the teacher believes that an adequate alternative education project or test is possible, then the teacher may work with the pupil to develop and agree upon an alternate education project or test for the purpose of providing the pupil an alternate avenue for obtaining the knowledge, information or experience required by the course of study. (Ed.

Code, §§ 32255-32255.6)

Sexual Harassment Policy: A written copy of the district policy on sexual harassment is available from the District Office by written request. The purpose of this policy is to provide notification of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies. (Ed. Code, §§ 231.5, 48980(g))

Uniform Complaint Procedures: Complaints Alleging Discrimination, Harassment, Intimidation, and Bullying:

State and federal law prohibit discrimination in education programs and activities. The District is primarily responsible for compliance with federal and state laws and regulations. (Cal. Code Regs., tit. 5, § 4620.)

Under state law, all pupils have the right to attend classes on school campuses that are safe, secure, and peaceful. (Ed. Code, § 32261.) State law requires school districts to afford all pupils equal rights and opportunities in education, regardless of their actual or perceived characteristics, such as disability (mental and physical), gender (includes gender identity, gender expression, and gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth), nationality (includes citizenship, country of origin and national origin), race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or bisexuality), or association with a person or group with one or more of these actual or perceived characteristics. (Ed. Code, §§ 210-214, 220 et seq., 234 et seq., 66260–66269, Cal. Code Regs., tit. 5, § 4900 et seq., 20 U.S.C. § 1681 et seq., 29 U.S.C. § 794, 42 U.S.C. § 2000d et seq., 42 U.S.C. § 12101 et seq., 34 C.F.R. § 106.9) The District prohibits discrimination, harassment, intimidation, bullying, and retaliation in all acts related to school activity or attendance. In addition to being the subject of a complaint, a pupil engaging in an act of bullying as defined by Education Code section 48900(r) may be suspended from school or recommended for expulsion.

The District has a written complaint procedure which may be used in cases where individuals or a group have suffered discrimination, harassment, intimidation, or bullying. (Cal. Code Regs., tit. 5, §§ 4610, 4630, 4650, Ed. Code, § 234 et seq., 48900(r).)

- a. Any individual, public agency or organization has the right to file a written complaint alleging that he/she has personally suffered unlawful discrimination or that an individual or specific class of individuals has been subjected to unlawful discrimination. (Cal. Code Regs., tit. 5, § 4630(b)(1))
- b. Copies of the District's complaint procedures are available free of charge. (Cal. Code Regs., title. 5, § 4622)
- c. Complaints must usually be filed with the (Principal/district superintendent/designee of the District). In the following cases, however, complaints may be filed directly with the State Superintendent of Public Instruction: (Cal. Code Regs., tit. 5, §§ 4630(a), 4650)
 - 1) Complaints alleging that the District failed to comply with the complaint procedures described herein.
 - (2) Complaints alleging facts which indicate that the complainant will suffer an immediate loss of some

benefit such as employment or education.

(3) Complaints requesting anonymity, but only where the complainant also provides clear and convincing evidence that complainant would be in danger of retaliation if filing complaint at the District level.

(4) Complaints alleging that the District failed or refused to implement a final decision regarding a complaint originally filed with the District.

(5) Complaints alleging that the District took no action within sixty (60) days regarding a complaint originally filed with the District.

(6) The District refuses to respond to the State Superintendent's request for information regarding a complaint originally filed with the District.

d. Discrimination complaints must be filed within six (6) months of the date the alleged discrimination occurred, or within six (6) months of the date the complainant first obtained knowledge of the facts of the alleged discrimination. Within that six (6) month period, the complainant may file a written request with the State Superintendent of Public Instruction for an extension of up to ninety (90) days. Extensions will not be automatically granted, but may be granted for good cause. (Cal. Code Regs., tit. 5, § 4630(b))

Complaints Other Than Discrimination, Harassment, Intimidation, and Bullying:

The District has a written complaint procedure which may be used in cases where any individual, public agency or organization alleges violations of state or federal law, other than those relating to discrimination, harassment, intimidation, and bullying.

a. Written complaints may be made regarding:

(1) Adult Basic Education (2) Consolidated Categorical Aid Programs (3) Migrant Education (4) Vocational Education (5) Child Care and Development (6) Child Nutrition (7) Special Education (8) "Williams Complaints" (9) Pupil Fees (Cal. Code Regs., title. 5, §§ 4610(b), 4630, Ed. Code, §§ 35186, 49013)

b. Complaints must usually be filed with the administrator/superintendent of the District. However, complaints may be filed directly with the State Superintendent of Public Instruction in the following cases:

(1) Complaints alleging that the District failed to comply with the complaint procedures described herein.

(2) Complaints regarding Child Development and Child Nutrition programs not administered by the District.

(3) Complaints requesting anonymity, but only where the complainant also provides clear and convincing evidence that the complainant would be in danger of retaliation if filing complaint at District level.

(4) Complaints alleging that the District failed or refused to implement a final decision regarding a complaint originally filed with the District.

(5) Complaints alleging that the District took no action within sixty (60) days regarding a complaint originally filed with the District.

(6) Complaints relating to Special Education, but only if:

(a) District unlawfully refuses to provide a free appropriate public education to handicapped students; or

(b) District refuses to comply with due process procedures or fails to implement due process hearing order; or

- (c) Children may be in immediate physical danger, or their health, safety or welfare is threatened; or
 - (d) A handicapped pupil is not receiving the services specified in his/her Individual Educational Program (IEP); or
 - (e) The complaint involves a violation of federal law.
- (7) The District refuses to respond to the State Superintendent's request for information regarding a complaint originally filed with the District.
- (Cal. Code Regs., title 5, §§ 4630, 4650)

c. Williams Complaints: Complaints, including anonymous complaints, may be made and addressed on a shortened timeline for the following areas: (Ed. Code, § 35186)

- (1) Insufficient textbooks and instructional materials;
- (2) Emergency or urgent school facilities conditions that pose a threat to the health and safety of pupils;
- (3) Teacher vacancy or misassignment; or
- (4) The provision of intensive instruction and services for pupils who have not passed the high school exit exam by the end of grade 12.

A complainant not satisfied with the resolution of a Williams Complaint has further rights under Education Code Section 35186.

d. Pupil Fees Complaints: A complaint of noncompliance with Education Code section 49010 et seq. may be filed with the school principal under the Uniform Complaint Procedures. A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

- (1) A complainant not satisfied with the decision of the school may appeal to the California Department of Education and will receive a written appeal decision within 60 days of the department's receipt of the appeal.
- (2) If the school finds merit in a complaint, or the California Department of Education finds merit in an appeal, the school must provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the school to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

Responsible Official: The District official responsible for processing complaints is listed below at the following address:

Superintendent Hart-Ransom Union School District 3920 Shoemaker Avenue Modesto, CA 95358 Appeals:

a. Except for Williams Complaints, if a complaint is denied, in full or in part, by the District, the complainant may appeal to the California Department of Education. (Ed. Code, § 262.3(a), Cal. Code Regs., tit. 5, § 4632)

- (1) Appeals must be filed within fifteen (15) days of receiving the District decision. The complainant may, within that fifteen (15) day period, file a written request for an extension. Extensions will not be automatically granted, but may be granted for good cause.
- (2) Appeals must be in writing.
- (3) Appeals must specify the reason(s) for appealing the District decision.

(4) Appeals must include a copy of the original complaint and a copy of the District decision.

b. If a complaint is denied, in full or in part, by the Department of Education, the complainant may request reconsideration by the State Superintendent of Public Instruction. (Cal. Code Regs., title 5, § 4665)

(1) Reconsideration must be requested within thirty-five (35) days of receiving the Department of Education report.

(2) The original decision denying the complaint will remain in effect and enforceable unless and until the State Superintendent of Public Instruction modifies that decision.

Civil Law Remedies:

In addition to the above-described complaint procedure, or upon completion of that procedure, complainants may have civil law remedies. These civil law remedies can include, but are not limited to, injunctions and restraining orders. These civil law remedies are granted by a court of law and may be used, in part, to prevent the District from acting in an unlawful manner. Delay in pursuing civil law remedies before a court of law may result in loss of rights to those remedies. Any questions regarding civil law remedies should be directed to an attorney. (Ed. Code, § 262.3(b), Cal. Code Regs., title 5, § 4622)

Review of Curriculum: A prospectus of curriculum, including titles, descriptions, and instructional aims of every course offered by each public school, is available at the school site for parent review upon request. Copies are available upon request for a reasonable fee not to exceed the actual copying cost. (Ed. Code, §§ 49063, 49091.14)

Child Find System; Policies and Procedures: Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights pursuant to Education Code section 56300 et seq. (Ed. Code, § 56301; 34 C.F.R. § 104.32(b))

School Accountability Report: Parents/guardians may request a hard copy of the School Accountability Report Card which is issued annually for each school of the District. (Ed. Code, § 35256)

Asbestos Management Plan: An updated management plan for asbestos-containing material in school buildings is available at the District Office. (40 C.F.R. § 763.93)

Availability of State Funds to Cover Costs of Advanced Placement Examination Fees: School districts may apply to the State Department of Education for grant funding to assist economically disadvantaged pupils pay for advanced placement examination fees. School districts that apply for these grants must designate specific school district staff to whom pupils may submit applications for grants and must institute a plan to notify pupils of the availability of financial assistance. A copy of the District's notification of these grant monies, if applicable, is attached. (Ed. Code, §§ 48980(k) and 52244)

No Child Left Behind Act of 2001: Under the NCLB Act, parents have the following rights:

- Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:

Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether s/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to the parents' child and, if so, their qualifications. The District shall also notify parents if their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. (20 U.S.C. § 6311(h)(6))

- **Information Regarding Individual Student Reports on Statewide Assessments:** Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student. (20 U.S.C. § 6311(h)(6))

- **Limited English Proficient Students:** The Act requires notice be given to parents of limited English proficient students regarding limited English proficiency programs, including: the reasons for the identification of the student as limited English proficient; the need for placement in a language instruction educational program; the student's level of English proficiency and how such level was assessed; the status of the student's academic achievement; the methods of instruction used in the available programs; how the recommended program will meet the student's needs; the exit requirements for the program; how the program meets the objectives of the student's IEP, if applicable, and; parent options for removing a student from a program and/or declining initial enrollment. (20 U.S.C. § 6312(g)(1)(A))

- **Program Improvement Schools:** Parents shall be notified when their child's school is identified as a "program improvement" school. Parents must be notified as to what the identification means, how the school compares to other District schools, the reasons for the identification, how the low achievement is being addressed by the school, District, or State, and how the parents can be involved. The parents must also be notified about the opportunities for school choice and supplemental instruction. (20 U.S.C. § 6316(b)(6))

The information provided above is available upon request from each child's school or the district office. Additional notices that may be required under the No Child Left Behind Act shall be sent separately. (20 U.S.C. §§ 6301 et seq.)

Military Recruiter Information: The No Child Left Behind Act of 2001. Education Code section 49073.5 requires that school districts disclose the names, addresses and telephone numbers of high school students to military recruiters upon request, unless parents request that this information not be released without prior written consent. Parents have the option of making such a request. If parents do not wish this information to be provided to military recruiters, they must notify the District office of this fact in writing. The writing should be directed to the District official listed below at the following address:

Assistant to the Superintendent Hart-Ransom Union School District 3920 Shoemaker Avenue Modesto, CA 95358

Pesticide Products: In accordance with the Healthy Schools Act of 2000, a list of all pesticide products used at the school site is available from the District Office, including the active ingredient(s) and the

Internet address for further information. If a parent wishes to be notified every time a pesticide is going to be applied, he or she must complete a form at the District Office and return it to his or her child's school. (Ed. Code, §§ 48980.3, 17612)

BP 6163.4 - Student Use of Technology

The Board of Trustees intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use. (cf. 0440 - District Technology Plan) (cf. 1113 - District and School Websites) (cf. 1114 - District-Sponsored Social Media) (cf. 4040 - Employee Use of Technology) (cf. 6163.1 - Library Media Centers)

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students. The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this Board policy and the district's Acceptable Use Agreement. District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices. Before a student is authorized to use district technology, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred. (cf. 6162.6 - Use of Copyrighted Materials)

Personally Owned Devices Students may possess "personally owned devices" (PODs) at school and during school-sponsored activities, both during and outside of the school day, within specific parameters and restrictions, as described herein. A "personally owned device" (POD) is defined as a personally owned wireless and/or portable piece of electronic equipment that may include, but is not limited to: laptops, netbooks, E-Reader, tablets/slates, cameras, calculators, cell phones, smart phones, Internet and/or text-ready devices, and any other Internet-capable communication devices or other new technologies that may be developed, and especially those that are capable of connecting to the District's wireless network or any independent mobile network. Dedicated gaming devices or similar electronic toys are not allowed on District or school property. Recharging devices for PODs shall not be the responsibility of the school or District, but are rather the sole responsibility of the person who brought it to school. The possession of a POD at school is an option that is available to students, but no student shall be required to possess or to use a POD at school. Only with the express permission, direction, and supervision of the classroom teacher or other appropriate school employee may students use PODs for educationally valid instructional activities at school. Any student use of a POD for internet purposes at school must be connected through the district's wireless campus network. Students shall not share usage of their POD with other students.

The District will provide filtered, authenticated, wireless access to the Internet and other District resources for students using PODs. The District forbids student access to the Internet through an unfiltered, unapproved wired,

wireless, or cellular connection on a POD while on campus. The Children's Internet Protection Act requires active filtering of all network and Internet access for all public schools. Students shall not use an independent wireless mobile carrier's data connection to access the Internet or District's educational digital resources while at school.

Games, music, or other entertainment on a POD are prohibited on campus. All audio shall be muted and headphones and similar devices are prohibited during instructional time unless such activity is explicitly approved by the classroom teacher. Students shall not print from PODs unless expressly allowed and directed by the teacher. The student must comply with the direction of a school staff member to turn off the device or close the screen. Students shall not configure PODs in a way that depicts inappropriate material or language (i.e. screensavers, backgrounds, icons, etc.). Students shall not display inappropriate material or language on a POD, its device, case, cover, or other accessory.

All PODs shall be turned off and out of sight in classrooms, libraries, assemblies, and in all other learning environments except with a classroom teacher's expressed permission. Additionally, the use of any POD is expressly prohibited on playgrounds, in bathrooms, in the cafeteria, or in any other non-instructional environment. Students shall not call, send or receive text messages, or electronically communicate with others from their POD, including other students, parents, guardians, friends, and family while on campus unless directed by a teacher or administrator. PODs shall not be permitted when there is a substitute teaching the class.

Students will not use PODs in any way that may cause Administration or teachers to question whether the student may be cheating on tests or academic work or violating copyright policy. Use of PODs is strictly prohibited during all tests, including state, federal, district, classroom, or any other administered test.

District and school administration shall be authorized to determine other, non-instructional locations for use of PODs, and may authorize or prohibit POD usage for health, safety or emergency reasons. Students using PODs while at school, during school or district-sponsored activities, or on school buses, are subject to the rules and regulations outlined in this policy and Acceptable Use Policy, and are accountable for their use. Students are expected to follow the rules set forth in district Board policies, district administrative regulations, California Education Code, the school student handbook, the district Acceptable Use Policy, and State and Federal laws in their use of PODs and the District's technology resources. Violations of any of these laws or policies by a student will result in disciplinary action and may result in confiscation of the POD.

The district and the school reserve the right to inspect a student's POD if there is reason to believe that the student has violated Board policies and administrative regulations, California Education Code, school rules or any other applicable law or policy, or has engaged in other misconduct while using their POD. Any student using a POD must have a HRUSD Internet Acceptable Use Agreement signed and on file.

The District will not be liable for the loss, damage, theft, or misuse of any POD brought to school. The District does not insure personal property. The District will bear no responsibility or provide technical support, troubleshooting, or repair of PODs owned by anyone other than the District. Any costs for the use of data and applications on a POD will be the sole responsibility of the owner of the POD. Students may bring PODs to school at their own risk, just like any other personal items that are allowable at school. Theft of any POD or other electronic device will not be investigated by school personnel; however, parents may file a theft report with the local police department.

The District holds high expectations for student behavior, academic integrity, and the responsible and appropriate use of technology devices such as cellular phones, digital picture/video cameras and/or phones and other PODs capable of capturing and/or transmitting data or images. Students who possess and/or use such devices during the

school day; in or on district buildings, district property, district vehicles or contracted vehicles; during transport to or from school; while attending school sponsored activities during the school day; and/or during any school sponsored activities generally, must demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community.

Camera use and video recording are strictly prohibited at school except with a classroom teacher's express permission for educational purposes. Students will not photograph, videotape, or record other individuals at school, on school district property, on school buses, or at school- sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances. Use of PODs are prohibited in the nurse's office, school or educational center offices, restrooms, and other areas where privacy is expected, unless authorized school or district personnel specifically permit use of the PODs, in which case, the device may be used ONLY to the extent and in the manner that permission was expressly granted. The student may not use a POD to record, transmit or post photos or video of a person or persons on district or school property. Images or video must not be recorded at school or be transmitted or posted at any time without the express permission of authorized school or district personnel.

Any audio recording must be conducted with the express permission of authorized school or district personnel, and must be consistent with all applicable state and federal laws. Any unauthorized and/or unlawful recording of oral communications may be punishable under state and federal laws.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that their use of district technology, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in the use of district technology. PODs brought to school by students shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search may uncover evidence of a violation of law, district policy, or school rules. (cf. 5145.12 - Search and Seizure)

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and BP/AR 5125 - Student Records. (cf. 5125 - Student Records)

Whenever a student is found to have violated Board policy or the district's Internet Acceptable Use Policy, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy. (cf. 5125.2 - Withholding Grades, Diploma or Transcripts) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777; 47 USC 254; 47 CFR 54.520)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not

engage in unauthorized or unlawful online activities. Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on any characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 (cf. 5131 - Conduct) (cf. 5131.2 - Bullying) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)
2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.
4. Electronic impersonation of another student, a staff member, or any other person in

the use of district owned and/or personally owned technology devices in, or affecting the school environment. This may include, but is not limited to the following: Accessing and utilizing another person's password or account; portraying another person online; creating an online account with a false identity; transmitting online communication while posing as another person; posing as another person when turning in electronic assignments; altering another person's work or communications without appropriate authorization; accessing restricted school/district electronic resources and/or data; or any similar or related conduct.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Notification of Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("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 of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request 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 may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

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 advise the parent or eligible student of the 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 consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to 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); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or 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.

The School will make a reasonable attempt to notify the parent or eligible student of a records request by officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school 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 20202-5920

HRACS INTERNET ACCEPTABLE USE POLICY

“Hart-Ransom Charter students will be effective communicators who are able to clearly express themselves appropriately in written and verbal language”

We are pleased to offer students and staff access to the district computer network for the Internet. Access to the Internet enables staff and students to get an education online, research thousands of libraries, databases and bulletin boards throughout the world. Unfortunately, some websites are illegal, defamatory and inaccurate. They can also be potentially offensive and/or unsafe. The School Board has authorized the use of web filtering software, called WebSense, which filters out, or prevents students from accessing inappropriate Internet material. Filtering is in compliance with the federally mandated Children’s Internet Protection Act (CIPA). However, even with the filtering software, students may from time to time be able to access inappropriate websites. An important part of the technology program is to teach students to use the Internet responsibly. Each time a student accesses the Internet on campus it will be assumed that they understand the rules contained in this policy and are taking responsibility for following those rules. Students using school-issued devices including Chromebooks will have filtering software that operates regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the school. If content is blocked in school, then it will be blocked out of school. All school devices are monitored and filtered 24/7. Attempts to access inappropriate content may result in disciplinary action.

Students have no expectation of confidentiality or privacy with respect to any usage of a district-owned device such as a Chromebook, regardless of whether that use is for district-related or personal purposes, other than as specifically provided by law. The School may, without prior notice or consent, log, supervise, access, view, monitor and record use of student Chromebooks at any time for any reason related to the operation of the school using installed monitoring software. By using a Chromebook, students agree to such access, monitoring, and recording of their use. A separate Chromebook orientation and permission form must also be completed by the parent and the student.

ACCEPTABLE USES Computers are used to support learning and to enhance instruction. Computer networks allow people to interact with many computers. The Internet, as a network of computers, allows people to interact with hundreds of thousands of networks and computers. The use of the Internet at Hart-Ransom Charter School must be for educational and research activities, and be consistent with the educational objectives of the school. Students are expected to adhere to the same standards, which they are held to elsewhere in the school community. The rules for this network conform to the guidelines of the broader rules and expectations of the school:

- Students are to exercise good judgment in visiting sites. Students are not to visit sites that may appear to contain objectionable material. The student must ask a teacher about the appropriateness of a site if the student is unsure.
- Students must be polite and use appropriate language on all online communication. Jokes or statements that may offend people are to be avoided.
- Students are to ensure personal privacy by not giving out their names, addresses, or phone numbers. Students are to respect the privacy of others by never trying to access other people’s files or mail.
- Students are to never delete or change any application or file belonging to the network or another person.

INTERNET/WEB PAGE PUBLISHING It is the intention of the school to use the school’s web page to occasionally publish student work. If names are used on photos or documents, only the students’ first name and last initials will be used. If parents DO NOT want students’ work and/or pictures to be published on the school website they should contact the school principal.

UNACCEPTABLE USES Illegal and unethical behavior is prohibited, as is behavior that is not consistent with the standards of the school. The following behaviors are specifically disallowed: Plagiarism

- The dictionary defines plagiarism as “taking ideas or writings from another person and offering them as your own.”
- When students take things written by others, put them into their own work and imply that the work is their own, they are essentially stealing, or plagiarizing another person’s work. Students must be careful when using the Internet. It is easy to cut and paste information into any document. It is normally acceptable to use information found on the Internet in a students’ own documents if it is used only for student use, but credit must be given to the person who created the article or the idea.

Copyright Violations

- Copyright and plagiarism are closely related. The Copyright Act of 1976 allows “Fair Use.” This means that students or teachers can use information legally found on the Internet for educational purposes, as long as that information is not plagiarized (credit is given) or sold. Three examples specific to copyright:
 1. A copy of Microsoft Works is found on the Internet. It cannot be legally copied because it is copyrighted software. Copyrighted software must be purchased before it can be used legally.
 2. An article about the use of Microsoft Works is on the Internet. This article may be copied as long as credit is given to the author and it is not sold.
 3. A shareware program is downloaded from the Internet or copied. The user must follow the rules given by the author of the program.

Vandalism

- Intentional disruptions of network traffic or crashing of the network.
- Attempting to gain unauthorized access to the student e-mail service, district network infrastructure, other accounts, computer systems or networks to which the student may connect.
- Degrading or disrupting equipment or system performance.
- Introducing computer viruses.

Invasion of Privacy of Others

- Gaining unauthorized access to others’ files or vandalizes the data of another user.
- Forging electronic mail messages or using an access owned by another user.
- Gathering or collecting information about others without their knowledge or permission. Theft
- Using the school computing resources for commercial, financial gain or fraud.
- Stealing data, equipment, or intellectual property.

Cyber Bullying

- Using harassing, abusive or obscene language.
- Annoying, harassing or intentionally offending others.
- Transmitting unlawful, harassing, libelous, abusive, threatening, harmful, vulgar, obscene or otherwise objectionable material of any kind.

Inappropriate Access

- Gaining or seeking unauthorized access to resources or entities.

Chain Letters

- Responding to or initiating a request to send out multiple emails, so that the circulation of the email increases in a geometrical progression.

Social Networking Sites and Chat Rooms

- Accessing social network sites such as Instagram and Facebook are prohibited.
- Chatting with individuals on the Internet is prohibited. Anonymous Activity
- Disguising or attempting to disguise your identity.
- Creation of a false or forged e-mail address or header, or otherwise attempting to mislead others as to the identity of the sender or the origin of the message.

Commercial Activities

- Activities designed to generate money are generally not acceptable and, if used, must be approved by the Board of Education.
- Use for product advertisement or political lobbying is also prohibited.

DISCIPLINE FOR MISUSE Depending on the severity of the computer misuse, consequences will be decided on a case-by-case basis. However, progressive discipline guidelines will be followed in most cases. Criminal offenses may be referred to the appropriate law enforcement agencies.

1. The first offense will result in a written referral to the student and parent/guardian contact. 2. The second offense will result in a student/parent conference with the principal. 3. The third offense will result in suspension of Internet privileges for the remainder of the school

year.

MONITORING/CONSEQUENCES Hart-Ransom reserves the right to limit, suspend or terminate access privileges to any user at any time. The school reserves the right to review any material on user accounts and to monitor file server space in order to make determinations on whether specific uses of the network are inappropriate. Any user violating these rules, applicable state and federal laws, or posted classroom and district rules is subject to loss of network privileges, and any other disciplinary actions deemed appropriate by the school district.