

**Golden Eagle Charter School Student/Parent Handbook
Table of Contents**

Mission Statement	1
Introduction	1
Program Description	1
GECS STUDENT POPULATIONS	2
Traditional Homeschool Students	2
Hybrid Students	2
Independent study students	2
Site-Based High School Students	2
Online Learning Students	2
ENROLLMENT	3
Some Things to Consider	3
Enrollment Process	3
GECS High School Grade Level Placement	3
EDUCATIONAL PROGRAM	4
Educational Facilitator Support	4
Parent/Guardian Responsibilities	4
Student Responsibilities	5
Curriculum & Supply Ordering Guidelines	5
Field Trip Guidelines	6
Attendance	7
Golden Eagle Newsletter	8
Expected School-wide Learning Results	8
Special Education	8
Learning Targets	8
High School Graduation Requirements	9
High School Project	9
8th Grade Graduation Requirements	10
Community College Courses	10
A-G Courses and AP Courses	12
Transferability of GECS Courses	12
WASC Accreditation	12
No Child Left Behind	12
ASSESSMENT	13
Learning Targets	13
Grading Policy	14
Day to Day Assessment	14
TESTING	14
Remediation	15
Intervention	15
Student Behavior Policies	15
Suspension & Expulsion	15
SHARED LEADERSHIP	16
Parent Participation	16
Leadership Structure	16
Governance Council	16
Leadership Team	16
Appendix 1: GECS SARB Policy	17
Appendix 2: GECS CODE OF CONDUCT & SUSPENSION & EXPLUSION POLICIES	18
Appendix 3: Dispute Resolution Policy	28
Dispute Resolution Form	30

GOLDEN EAGLE CHARTER SCHOOL

Mission Statement

GECS is an independent study charter school that provides a voluntary public educational choice for families who choose to educate their children through personalized learning. GECS serves students in grades Kindergarten through Twelfth, who reside in Siskiyou County and Castella, CA. We believe individual differences and the uniqueness of each child are to be supported and celebrated. Our mission is to educate students through personalized learning and supporting parental choice in education. The student, parent, and a supervising credentialed teacher contract as a team to facilitate this process.

Introduction

Welcome to Golden Eagle Charter School! You, as a GECS parent, accept the responsibility of being the primary educator for your child. You and your child will be provided with educational resources, a credentialed Education Facilitator (EF), educational materials and supplies, information on field trips, center-based classes, technology and peer support. We encourage you to become an active participant in the shared governance of Golden Eagle Charter School.

GECS was started in 2004 by a group of dedicated teachers and parents who envisioned an alternative education program for their children. The founding group had years of charter school experience with out of county charters, but wanted to develop a school that was locally governed and operated. The charter was opened in the fall of 2004. Since then, the school has grown to include 5 sites, 300 students, 19 teachers 4 office/library staff and numerous small group teachers and vendors. GECS is sponsored by the Siskiyou County Office of Education.

Program Description

The goal of Golden Eagle Charter School is to enable students to become competent, productive, literate, self-motivated, lifelong learners by providing each student, along with his/her parents the opportunity to design and implement a customized educational program that is relevant, takes learning styles into consideration, embraces the student's interests and addresses the California State Standards. The student, parent, and a supervising California credentialed teacher contract as a team to facilitate this process.

Golden Eagle facilitates Personalized Learning for every student, offering a variety of educational programs and curriculum including:

- ❖ Home schooling support
- ❖ Challenging and creative curricula
- ❖ Self-directed project-based learning
- ❖ Small learning communities
- ❖ Educational resource centers
- ❖ Enrichment classes
- ❖ Tutoring
- ❖ Online classes/curriculum
- ❖ Small group instruction
- ❖ Community vendors
- ❖ Field trips
- ❖ Assessment & testing

GECS STUDENT POPULATIONS

Traditional Homeschool Students

These students are generally supported in their educational endeavors by their parents, and they complete the bulk of their schooling at home. They may also take enrichment or core classes in the community or at the school site, such as science, literature, music, or gymnastics. The credentialed teacher helps guide the parents to be the finest teachers of their children.

Hybrid Students

Homeschooled students that like to participate in a blended program including home instruction, classes and enrichment activities provided by our learning centers, and community classes. The credentialed teacher's involvement may vary from advisory and assessment capacity to one of almost complete administration of the student learning process.

- ❖ Mt. Shasta Middle School Site – 2 days/week
 - Offerings include Science, Math, Language Arts, Visual & Performing Arts, Robotics.
- ❖ K-5 Enrichment Site – Weed - Enrichment program
 - K-2nd meets Monday/Wednesday
 - 3rd - 6th meet Tuesday/Thursday
- ❖ Yreka Site – Enrichment Program for K – 12th
 - K – 5th meet 2 days/week
 - 6th – 12th meet 2 days/week

Independent study students

These students meet with their credentialed teacher on a weekly basis, to receive instruction, receive new assignments and get feedback on assignments they have already completed. They usually participate in few, if any, enrichment classes, and their EF is the guiding force in their educational plan.

Site-Based High School Students

We offer a unique student lead site-based high school program in Weed. This is a community oriented, democratic, student-run school that facilitates student-lead learning through the creation of in-depth projects.

Online Learning Students

Our online students work daily online, with a teacher and other students to plan projects, work on math, and check in on their daily progress in their curriculum.

ENROLLMENT

There are a few things that parents and students should consider prior to enrolling in Golden Eagle Charter School. The parent and student should be aware of their responsibilities before enrolling in a personalized learning program.

Some Things to Consider

1. What are your responsibilities as the primary director of your child's education?
2. Who will monitor your child's educational activities during school hours?
3. Do you feel that your skills are strong enough to support your child's academics?
4. Think about a typical day in home-based education and Personalized Learning for you and your child.
5. How will your child respond to you as the primary director of their education?
6. What are your expectations regarding Personalized Learning?
7. How does your child feel about participating in home-based education?
8. What are your educational and personal goals for your child? What are your child's goals?
9. What supported or hindered your child from reaching these goals in his/her previous school?
10. If your child did not reach his or her goals in the previous school, what leads you to believe that Personalized Learning will enable your child to overcome these previous difficulties?
11. Is your child able to work independently with limited supervision by a certificated teacher?
12. How will your child socialize with peers if he/she is enrolled in Personalized Learning?

Enrollment Process

Potential students must reside in Siskiyou County or Castella. The steps to enroll are:

- ❖ Call GECS's main office, 926-5800, to have an EF assigned to you. You may choose a specific EF if you wish. The EF will call you to make an enrollment appointment.
- ❖ Provide a copy of the student's birth certificate and immunization record.
- ❖ Complete an enrollment application packet.
- ❖ Students in grades 9-12 must provide a current copy of their high school transcripts.
- ❖ Students in special education must provide a copy of their IEP and Psych Report.
- ❖ Students in grades 3rd – 12th are required to take computer based Scantron Assessments in Reading, Language, and Math.

No Student will be required to attend GECS. Students that do not attend GECS may attend their local school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence. The students enrolled at GECS have no right to admission in a particular school of any local education agency as a consequence of enrollment in GECS, except to the extent that such a right is extended by the SCOE.

GECS High School Grade Level Placement

For grade level placement for new high school students the following guideline will be used:

- ❖ 9th Grade: 0-60 units
- ❖ 10th Grade: 61-120 units
- ❖ 11th Grade: 121-180 units
- ❖ 12th Grade: 181 -220 or be 17 years old on the first day of the semester.

EDUCATIONAL PROGRAM

GECS develops a personalized learning plan for each student. The personalized learning plan begins with the Master Agreement, where the parents, student and EF document which courses will be taken. The plan is then expanded to include specific learning targets, materials to be used, methods of instruction best for that particular student, and assessments that will be carried out to monitor achievement. The goal of this plan and this partnership (parent, teacher, and student) is to work together to meet the student's individual educational needs. The credentialed teacher will meet with the student(s) and parent(s) on a regular basis (as provided by the written Master Agreement.)

Educational Facilitator Support

The credentialed teacher is responsible for providing educational guidance and assistance requested by the parent. The credentialed teacher (EF) is the primary support person and the liaison between the parent and the GECS.

The Educational Facilitator is responsible for:

- ❖ Setting up a personalized learning plan for each student.
- ❖ Advising/supporting parents and students in the education process.
- ❖ Ordering any supplies and educational materials the student needs.
- ❖ Setting up tutoring and/or small group classes.
- ❖ Communicating current school information to the parents.
- ❖ Evaluating student progress with input from the parent and student.
- ❖ Keeping current with school policies and procedures.
- ❖ The EF will complete a monthly progress report to document the following information:
 - Daily student attendance documented by the parent.
 - Student's progress towards his/her goals & objectives.
 - Documentation of the student's activities and materials used for achievement.

An important role of the EF is to offer guidance to the parent regarding an appropriate course of study that enables the student to meet the state's educational standards and graduation requirements.

The parent and student will be involved in decisions about educational approach, daily instructional schedule, curriculum and materials to be used, and the child's daily grades on completed work. The EF will assist with assessing and monitoring the student's progress towards state standards.

Parents, however, are the primary facilitators and accept responsibility for their child's educational program with the assistance of credentialed teachers and staff.

Parent/Guardian Responsibilities

- ❖ Be committed to understanding and using the personalized learning study strategy appropriately.
- ❖ Participate with the credentialed teacher in the development of the student's educational plan, including goals, objectives, and assignments.
- ❖ Facilitate student's personalized learning program.
- ❖ Take steps to ensure the timely submission to the credentialed teacher of all student work, completed assignments, and accurate records that will be needed

for the assessment of student progress and attendance accounting, as specified in the written agreement.

- ❖ Attend regularly scheduled meetings with the credentialed teacher as agreed upon in the independent study written agreement.
- ❖ Assume responsibility for supplied books, instructional materials, supplies and equipment and ensure that they are returned in good condition to the school.

Student Responsibilities

- ❖ Make regular, scheduled contact with their EF as specified in the written agreement.
- ❖ Complete assignments and bring work to meetings with EF.
- ❖ Complete all required assessments including Scantron and STAR.

The EF and the parents and/or student must meet **in person** at least once every 20 school attendance days. However, meeting once every 20 days is only appropriate for children whose parents have demonstrated excellent proficiency in implementing the educational program without frequent face-to-face support. A more typical meeting schedule is once a week for an hour.

In addition to providing the EF with an opportunity to evaluate the student's progress, these regular contacts provide an opportunity for the parent to ask questions, for the EF to share information on teaching strategies, to offer support and encouragement, and for the assignment and evaluation of daily work. This time will also be used to collect samples of the student's work to place in their monthly Learning Record.

If you have questions or need to contact your EF for information, you may contact him/her directly. Teachers do not have offices at GECS, and do not keep office hours, so the parent must contact them by cell phone, e-mail or home phone.

Curriculum & Supply Ordering Guidelines

Golden Eagle Charter School receives California State Funding for the purpose of supporting learning and progress through the California State Standards. GECS has appropriated a portion of the funds based on ADA for learning opportunities, curriculum, and supplies. Funds are managed by the student's Educational Facilitator.

When choosing how to spend instructional funds, the core classes (English Language Arts, Math, Science, and Social Studies) must take priority. Then, if there are additional instructional funds available, the student can use them to pursue Visual & Performing Arts or other non-core classes.

It is the Educational Facilitator's responsibility to make sure instructional funds are spent wisely and that the core curriculum is completely covered before any additional spending is considered.

All curriculum and materials must be used during the school year and documented on the monthly Learning Record by the EF. Materials purchased are for the student's use only. Please do not share materials with parents or other friends, family, etc. Materials need to be turned in to GECS's library as soon as the student is finished using them.

Instructional funds may be spent on:

- Secular books, manipulatives, DVD's, and videos.
- Use of school computers, Educational Software and Internet Service
- Electronic devices (cameras etc.) only if the class is listed on the Master Agreement and the EF is certain that the device will be turned back in to the library, promptly, and in good condition when the class is over. The devices must be basic equipment, not top-of-the-line.
- Musical instruments including keyboards, guitars, etc. not top-of-the-line.
- Small Group Instruction and Tutoring
- Field Trips/Field Studies
- Local vendor services (gymnastics, music lessons, etc.)
- Other Learning Opportunities

The following purchases are acceptable:

- Basic school supplies needed for course of study (pens, pencils, paper etc.)
- 1 black ink printer cartridge and 1 color ink printer cartridge per semester.
- Limited amount of raw materials (not top-of-the-line) for learning basic course skills for one project: fabric, wood, yarn, scrapbooking supplies, other art/craft project supplies. A small amount of seeds for learning about gardening is acceptable.

The following purchases are not allowed:

- Furniture
- Computer parts
- Ready made clothes
- Ready made jewelry
- Toys
- Harmful chemicals, rocket fuel, etc.
- Personal hygiene items
- Personal PE items: skis, bicycles, trampolines, basketballs, parachutes, mats, play tunnels etc.
- Home and Office Equipment: DVD players, VCR's, faxes, copiers, phones, TV's, etc.
- Kitchen Equipment: popcorn poppers, microwaves, dishes, silverware, etc.
- Yard/Home Equipment: carpentry tools, garden tools, garden watering kits, etc.
- Live animals (Exception: butterfly kits, frog kits, etc. where coupon is included and live animals are shipped directly to family)
- Large animal habitats or glass aquariums
- Picture frames
- Storage bins, caddies, containers, etc.
- Non-Sectarian materials

Field Trip Guidelines

The goal of GECS fieldtrips is to ensure positive, high quality learning experiences for students attending. To accomplish this, field trips should include the following components:

- Meaningful learning experiences
- Safety
- Good interactions and communication between chaperones and students
- Students are engaged, involved, and aware during learning activities
- Students should wear appropriate clothing for the field trip activities

The following activities are absolutely prohibited by students and chaperones during field trips:

- Possessing or using drugs, tobacco, or alcohol

- Sexual harassment or any sexual activity
- Hateful or divisive speech

The following guidelines should be used to set the tone for field trips:

- There should be respect between all participants on the trip.
- People should try to be polite, cheerful, and helpful.
- Each field trip should have a clear focus and purpose.
- Participants should have a clear understanding of why they are going on the trip and what they could get out of it.
- Chaperones are ultimately responsible for what happens on field trips, and so students should comply with chaperone requests.
- Students need to stay with their assigned group unless they have explicit permission from a chaperone.

Violation of fieldtrip guidelines could result in early termination of the fieldtrip and loss of future participation in GECS fieldtrips.

To plan a field trip:

1. Research and Plan a basic itinerary for the trip.
2. Fill out a School Field Trip/Activity Request Form
3. When the Field Trip Request is approved, notify the main office, parents, students, EF's and Site Coordinators of the upcoming trip.
4. Complete travel arrangements/entrance arrangements etc.
5. Recruit chaperones/drivers.
6. Take trip signups/money. Turn Permission Slips and money into main office no later than the day before the trip.
7. Bring emergency cards and Fieldtrip Permission Slip copies on fieldtrip.

Chaperones

To be a fieldtrip chaperone you must be a parent/guardian or vendor/employee GECS and agree to:

- Be responsible for student safety while on the field trip.
- Gently guide students to participate in all aspects of the fieldtrip to maximize their experience.
- Submit proof of insurance and a valid driver's license to the GECS main office prior to the fieldtrip if you are transporting students other than your own children.

GECS may reimburse chaperones for gas, entrance fees, and other travel expenses on some fieldtrips. Make sure you check with the Fieldtrip Coordinator for specific costs that will be covered. Chaperones will only be reimbursed for expenses if they are transporting and supervising other GECS students besides their own children, as arranged by the Field Trip Coordinator and pre-approved by the Director.

Attendance

Attendance must be monitored by the teacher and parent on a daily basis. If the student is sick, or does not to engage in the learning process on school attendance day, the child may make up the work during an alternative time. If the student did not work on any assignments, that day should be recorded as an absence. Excessive absences will result in the development of an intervention plan to improve the student's attendance. The monthly meetings provide an opportunity to receive help from the EF if your child is having difficulty completing the work assigned. During the meeting, you can ask for suggestions about educational activities and

resources. In addition, please feel free to call your teacher at any time. The EF is here to offer support to you.

Golden Eagle Newsletter

GECS writes and sends out, via e-mail, a monthly newsletter and it is also posted on our website: www.gecs.org. Because our program is not site based, the newsletter is our primary communication tool between the family and the school. The newsletter contains such information as scholarship announcements, school field trip information, curriculum highlights, enrichment opportunities, classes that are forming, support groups, school dates and deadlines as well as student awards and accomplishments. If you do not have the internet, please let your EF know that you need the newsletter in paper form.

Expected School-wide Learning Results

In addition to grade-level appropriate progress through the California State Standards, GECS students will develop the following non-academic skills and qualities:

- ❖ The ability to think critically, creatively, and logically.
- ❖ The ability to effectively use technology.
- ❖ The ability to take personal responsibility.
- ❖ The ability to concentrate, focus, and persevere.
- ❖ The ability to gather, organize and process information.
- ❖ The ability to initiate, plan, and complete projects.
- ❖ The ability to express oneself creatively through various forms in the fine arts.
- ❖ The ability to develop and use good study skills.
- ❖ The ability to reflect and evaluate one's own learning.
- ❖ Knowledge of health issues and the process by which one develops physical fitness.
- ❖ The ability and training to exhibit social skills: citizenship, leadership, and conflict resolution techniques.
- ❖ The ability to work effectively with others in cooperative groups.
- ❖ The ability to apply financial management skills.
- ❖ The ability to apply career development skills.
- ❖ The ability to apply higher education continuance skills.

Special Education

Golden Eagle Charter School recognizes the importance of providing educational opportunities to all students, regardless of special needs. This charter school pledges that individuals with special needs will be served in accordance with the provisions of the Individuals with Disabilities Education ACT (IDEA) and Section 504 of the Rehabilitation ACT of 1973.

Each special education student must have an IEP stating that the Independent Study program offered through Golden Eagle Charter School is the most appropriate placement for that child.

Learning Targets

Parents will be provided with a copy of GECS's Learning Targets for each grade level, and each course, to guide them in implementing the individualized learning program developed for their child. These learning targets are aligned with California State Standards.

High School Graduation Requirements

GECS, as a public non-profit, California Public School, is authorized to award high school diplomas to those students who successfully complete the credit and academic requirements and pass both portions of the CAHSEE test. The GECS graduation requirements meet the graduation criteria and standards set by the State of California. If the student is planning to attend a UC/CSU college, courses to meet specific entrance requirements may be needed. Check with the college of choice for their specific requirements.

Graduating before Spring 2010		Graduating Spring 2010 or later	
Language Arts	30	Language Arts	40
Mathematics (including 10 credits Algebra I)	20	Mathematics (including 10 credits Algebra I)	30
Science: Life Science	10	Science: Life Science	10
Physical/Earth Science	10	Physical/Earth Science	10
Social Science: World History	10	Social Science: World History	10
US History	10	US History	10
US Government	5	US Government	5
Economics	5	Economics	5
Life Skills:		Life Skills:	
Keyboarding/Computer	10	PE	20
PE	20	Health	5
Health	5	Additional Life Skills	15
Additional Life Skills	15	Keyboarding Proficiency Test (pass)	
		Computer Literacy Test (pass)	
Electives: Including 10 credits	60	Electives: Including 10 credits	60
Visual/Performing arts or 10 credits		Visual/Performing arts or 10 credits	
Foreign Language		Foreign Language	
High School Project		High School Project	
Total credits	210	Total credits	220

High School Project

High school students will complete at least one project, as determined by their credentialed teacher and parent/guardian, which follows the adopted format. Ask your EF for the High School Project guidelines.

8th Grade Graduation Requirements

To graduate from 8th grade, the student must demonstrate competency in reading, writing, speaking and math by completing the following activities:

1. Write a 500-750 word paper on a topic in science or social studies and achieve a passing score based on the 8th grade writing rubric.
2. Perform a 5-10 minute oral presentation or speech to the EF on a topic in science or social studies (Opposite Subject of #1. above) and achieve a passing score based on the 8th grade oral presentation rubric.
3. Achieve a score of 32% SIP on the Math section of the Scantron assessment.
4. Passing grades in all subjects taken during the 8th grade year.

Community College Courses

Golden Eagle Charter School encourages students to enroll in Community College courses when it is deemed appropriate by the parent and the Educational Facilitator. The parent is responsible for enrolling the student by contacting the college enrollment office since each college will have their own age restrictions. The parent must identify their student as being enrolled in a public high school.

College of the Siskiyous Registration

- 1) Each semester, K-12 students may enroll in a maximum of six units. Students who score a minimum of 90 on the COMPASS reading assessment and a minimum of 65 on the COMPASS writing assessment, may register for up to, and including 10 units per semester.
- 2) Enrollment Limitations: During the regular academic year, there is no limit to the number of K-12 students from each school who may enroll in COS courses.

During the summer, there is no limit to the number of K-12 students from each school that may enroll in the following types of Group A courses:

Any university-level general education course that is on the IGETC or CSUGE lists

Any occupational course that is part of a COS occupational degree or certificate

During the summer, the number of K-12 students who may enroll in all other non-exempt Group B COS courses is limited to a maximum of five percent of each grade level in each school.

Physical Education courses: K-12 students may only enroll in physical education courses that are numbered 300-399. Enrollment is not allowed in any other PEAC, PEFI, or PEMA courses during any fall, spring or summer term.

- 3) The age determination date is the student's age at the start of the course in which enrollment is requested.
- 4) Math and English assessments are required or advised for enrollment in many courses. Call COS Weed at (530) 938-5555 or COS Yreka at (530) 842-1245 for applicable requirements.
- 5) The Special Admission Permit must be completed and submitted with the Enrollment/Registration form. Prior editions of the permit are not accepted.

Step 1: The K-12 student completes and signs the Special Admission Permit indicating the courses for which he/she would like to register.

Step 2: The parent of the student signs the permit.

Step 3: The Director or Coordinator must review and sign the permit. No blank permits will be signed. Please plan ahead.

Step 4a: K-12 students age 16 or over take the completed Special Admission Permit and the completed Enrollment/Registration form to COS Admissions & Records in Weed or Yreka and registers for the course. Online registration is not available for Special Admission students.

or

Step 4b: K-12 students age 15 or under take the permit to the COS course instructor for final approval. After receiving instructor approval, take the completed Special Admission Permit and

the completed Enrollment/Registration form to Admissions & Records to register for the course. Online registration is not available for Special Admission students.

- 6) The permit is not required for students who have passed the California High School Proficiency Exam (CHSPE) or GED examination, or are high school graduates, or are not attending school and are 18 years of age or older. However, the student may only take up to 10 college credits if enrolled with GECS.

GECS Additional Requirements

A student enrolled in Golden Eagle Charter School must carry at least 20 credits with GECS (at least 10 credits in core academic courses) in addition to any courses taken at a community college. A student, who is taking at least 20 credits with GECS, if all other criteria are met, may take up to 10 credits at a community college. COS will let the student take up to 12 credits, but for our attendance procedures and funding, GECS will only allow our students to take 10 college credits per semester.

Tracking the College Course for High School Credit

Work completed in a Community College class is not tracked on the learning record and is not listed on the student's Master Agreement. When the student is finished with the course have them submit the grades to the EF, who will review them and submit them to the registrar. Those COS grades will be added to the transcript. The courses and credits will appear on the GECS transcript as a class from the college, exactly how it is written and with the number of credits and grade the college has assigned. If it is worth more high school credit, the EF will add a note to the registrar stating how much high school credit it is worth. Then, on our transcript, it will be entered as a COS class with the amount of high school credit added. (Example: ENGL 44A American Literature B 3 units: Translated to 10 high school credits.)

Translating Credits

Credits earned from college courses may be translated to cover a specific amount of high school credit. Golden Eagle Charter School is performance based. A high school student earns credits by completing a specific body of work. The assignment of credits and the work needed to earn those credits should always be discussed with the parent and/or student during the planning stages. When considering the amount of credit to be earned by a high school student enrolled in a community college course, the EF must assess the body of work first. What is being covered in the course? How many GECS learning targets are covered in the course? Are the course description and examinations representative of generally accepted introductory college courses? If so, then the student may be awarded double high school credit for work completed. However, if the class does not reflect the content of an introductory college course, such as a weight lifting class that meets three times a week, then the student may not earn double credits.

Semester college courses that are transferable (CSU, USC) may be worth up to a full year of High School credit. Check the COS course description.

Examples of Classes:

PE- Student meets with class three times a week performing specific exercises. HS Credit evaluation: time wise only: 12-15 hours= 1 credit.

PE- Student meets with class three times a week performing specific exercises. On the other two days he conducts research learning about the muscles he uses during the exercises. HS Credit evaluation: time wise only: 12-15= 1 credit.

Spanish- Student meets three times a week learning Spanish. ES compares the content of what the student has learned in the college Spanish with what a local high school student

would learn in a regular high school Spanish class. In this case, the high school student covers in college the equivalent of a year long Spanish class. HS Credit evaluation: body of work comparison - 10 credits.

English IA College Composition – It is UC and CSU transferable and listed as 3 college credits. It meets three times per week, but has homework equivalent to at least 7 hours/week. Covers all content of English I for the high School year = HS Credit evaluation: 10 credits

If you are unsure what the course entails, get a copy of the course syllabus to help judge the content as you look at and evaluate the student's work. The Coordinator, Director or Academic Advisor can also help the EF through the process of evaluating the high school credit value of a college course.

College Books

To get books and supplies from the COS bookstore the EF will need to submit a requisition. GECS will pick up the order at COS and it will be ready for pickup by the student at the main office. The books and supplies must be turned into the main office by the last week of the semester. No other books and supplies will be checked out to the student or ordered until the college materials are returned.

A-G Courses and AP Courses

Courses that meet the University of California's a-g requirements are not available at this time due to the stringent UC guidelines. Advanced Placement courses, and the corresponding AP exams, can be provided, if the teacher, parent and student agree that AP courses are the best way to meet the student's goals.

Transferability of GECS Courses

EF's will provide information to parents and students regarding the transferability of Golden Eagle Charter courses to other public high schools in Siskiyou County. GECS has each of the Siskiyou County high school's policies, regarding the transferability of classes, on file at the Golden Eagle administrative office.

WASC Accreditation

Golden Eagle Charter School is accredited by the Western Association of School and Colleges. WASC has reviewed and approved the validity and rigor of GECS's educational programs.

No Child Left Behind

On January 8, 2002, President Bush signed the No Child Left Behind Act of 2001 into law. The law brings sweeping changes to public schools throughout the nation. One of these changes requires that any school in receipt of Title I fund must now inform parents if their child is assigned a teacher for four or more consecutive weeks who is not yet "highly qualified" under the terms and criteria outlined in the Act.

According to the *No Child Left Behind* law, a "highly qualified" teacher is one who:

1. Has obtained a Bachelor's degree or higher;
2. Has obtained full State certification - in California this means that the teacher has either a preliminary, initial, or professional teaching license; and
3. Has demonstrated competency in the core academic subject area(s) that he/she teaches.

Because GECS is an K-12 Independent study school, and each teacher takes students at all grade levels, your child's teacher may or may not have met the Highly Qualified Teacher

requirements in all core subjects. To meet the NCLB requirements, every student that is taking a core class in which their EF is not deemed "highly qualified", is assigned a Highly Qualified Teacher to monitor the student's assignments, progress and credits. Additionally this teacher is available for consultation if the student so wishes. If you have any questions regarding a teacher's qualifications, please feel free to contact the school or your Educational Facilitator directly.

ASSESSMENT

Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents. GECS recognizes the important role of assessment. Appropriately selected and administered assessment instruments such as SCANTRON, STAR, CAHSEE, and CELDT, provide information that is critical in making meaningful placement decisions, documenting student growth, assisting credentialed teachers in making effective decisions about instructional content and pacing for individual students, and evaluating overall program effectiveness. All of these assessments are done for the purpose of evaluating whether the school is meeting its school-wide performance goals.

While all students will fulfill educational requirements by graduation, all will progress at different rates using a course of study in compliance with their interests, goals and abilities. Evaluation is based on individual progress.

A credentialed teacher will assess student progress using a variety of the following methods:

- Monthly review of work and work record
- Parent educator and teacher observation
- Norm and criterion referenced tests
- Performance-based skill demonstrations
- Oral presentations
- Learning target checklists
- Student portfolios
- STAR testing
- SCANTRON testing
- CELDT testing for ELL
- CAHSEE testing

Learning Targets

Golden Eagle has established a set of standards-based, grade level targets for all the core areas: Language Arts, Math, Science, and Social Studies; as well as all required high school courses and visual and performing arts, PE, and Foreign Language for grades K-8. These targets are presented to the student at the beginning of each course as goals to be attained. Achievement of targets is monitored throughout the year through Learning Records. Monthly Learning Records include learning targets covered, a listing of materials used, the activities the student engaged in to accomplish the learning, and the assessment method. Each K-8 student must cover 80% of the learning targets in each course to advance to the next course and high school students must cover 80% of the learning targets in each course to earn credit for that course. Teachers will check off learning targets on the monthly Learning Record and keep a running total of achievement and unmet targets to guide assignment of student work.

Grading Policy

Grades are given at GECS on a semester basis through the dissemination of report cards and transcripts to parents and students. Students in grades K-6 are given indications 1 through 4 of levels of mastery of individual learning targets as follows: 1- not yet covered, 2-approaching grade level, 3- at grade level, 4 - beyond grade level. Students in grades 7-8 are given report cards which include letter grades: A - outstanding achievement, B – above average achievement, C - average achievement, D - below average achievement and F – no achievement. Students in Grades 9-12 are given grades A - F above, and credits. High School credits are awarded in regard to content – or how many of the learning targets, for that course, were covered. Grades are awarded in relation to what level of mastery was achieved on the content covered. Grades and credits are assimilated by a compilation of the content and mastery documented through monthly Learning Records.

Day to Day Assessment

On an ongoing basis, students are provided with various forms of individual course level assessment, including norm referenced tests, criterion referenced tests, parent and teacher observation, performance-based skill demonstrations, self reflection and feedback on completed projects, monthly review and evaluation of all classes for Learning Records.

TESTING

SCANTRON

At the beginning and end of every school year, students in grades 3-12, are administered the SCANTRON Reading, Math and Language Arts assessment. These are 30-45 minute tests that systematically assess a student's knowledge of California Standards within their own grade level and beyond. The SCANTRON is a smart test which gets more difficult as the student chooses more correct answers. The results of the SCANTRON can be used to place students in the correct curriculum and to assess remediation needs. SCANTRON is also calibrated to the STAR tests, so it can be used as a predictor of student performance on the STAR. The SCANTRON program can provide the user with study guides and worksheets based on items missed by the student on the assessment, thereby providing the parents and teachers with an accurate, standards-based remediation tool.

Students take the SCANTRON test at least twice yearly, but it can be taken any number of times by the student during the year. GECS staff uses the scores, in addition to the STAR results, to examine individual student progress and needs, as well as to direct school-wide program development and modification.

STAR Testing

In the spring, 2nd -11th grade students engage in the annual STAR testing. Students in grades 5, 7, and 9 complete the physical fitness assessment, and students in grades 4 & 7 complete the writing test. These state mandated tests give GECS another perspective on student achievement and insight into how to direct school resources.

CELDT

English Language Learner students complete the CELDT test each fall, before October 31st, until they are classified as English Proficient by a trained, certified CELDT instructor/proctor.

CAHSEE

Students in grades 10 – 12 are given the CAHSEE. Students in grade 10 have one opportunity to take the CAHSEE, the 10th grade "Census" test. 11th graders who have not passed the test

have two opportunities per year to take it, and 12th graders have five testing opportunities in a school year. Based on these test results, intensive instruction and remediation workshops and/or tutoring is organized for non-passing students in grades 11 & 12, to facilitate student success on these important assessments. Remediation materials and tutoring are provided each year, specifically designed to assist these students with the CAHSEE skill set. 11th and 12th grade testers are closely monitored by the school testing coordinator and school counselor to ensure that they are taking advantage of the additional help that is provided. Students who do not pass the CAHSEE, but have completed all other graduation requirements are issued a Certificate of Completion. 12th graders who haven't passed CAHSEE have 5 years after graduation to trade their Certificate of Completion in for a diploma by passing the test.

Remediation

If a student is not making sufficient academic progress, specifically in math and language arts, the student will be required to participate in GECS's remediation plan. This participation may consist of mandatory tutoring, classes, and/or online work.

Intervention

If the EF is unable to locate a student, or the student is not completing enough work, or the student has missed 2 or more appointments, the parent and student will be notified in writing or by phone and scheduled for a face-to-face intervention with a school administrator.

At the intervention, the teacher, parent and student must be present. All learning logs, attendance sheets, completed work and materials being used by the student should be brought to the meeting. The intervention process is meant to be helpful and may result in further assessment, a change in teacher assignment, or a change in curriculum. If the parent and student fail to come to the intervention, the SARB or truancy policy and procedures will be activated. (See Appendix 1: SARB Policy)

Student Behavior Policies

Students attending any of our sites will need to adhere to all site policies and rules. These behavior policies and rules are available at each site.

Suspension & Expulsion

See Appendix 2 for Code of Conduct and the Suspension and Expulsion Policy.

SHARED LEADERSHIP

Parent Participation

Parent participation is a necessary component for success at Golden Eagle Charter School. Not only are parents an integral part of the educational team for their children, they are essential to the planning and implementing of enrichment experiences for the school community. Opportunities exist on both the governing board and the leadership team for parents to become a part of the decision making processes that drive Golden Eagle. There are also opportunities to engage in parent groups to help facilitate many programs and experiences for our students.

A central tenet of any personalized learning/home school program is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. GECS, as a personalized learning program, cannot be successful or adequately maintained without the active participation of the parents of enrolled students. Diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in many different ways to the collective responsibility of running the GECS and making its education program a success. Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents are asked to contribute to the school's success by volunteering their skills, time, and resources to the extent that they are able.

Every spring the parents/guardians are asked to participate in a survey about the educational programs that the school is offering. Information from this survey is used in planning and improving programs. Throughout the school year, the Educational Facilitators informally survey the parents/guardians to get input on school programs.

Leadership Structure

Collaboration is the key for successful leadership at Golden Eagle Charter School. The staff members of GECS strongly believe that by empowering teachers and parents to participate in a leadership role, the school benefits from diverse knowledge and experience. Our shared leadership model helps to strengthen the unity of the school and student performance. GECS's leadership model is made up of the Leadership Team, the Governance Council, and the Director. Golden Eagle Charter School is a 501c3, non profit corporation.

Governance Council

Our Governance Council serves as the corporate board of directors, and is governed in its operations and its actions by the corporate bylaws of the Charter School, which are consistent with the terms of the charter, the Charter Schools Act, and all other applicable laws. The Governance Council has final authority for all aspects of the school's operation and educational program.

Leadership Team

The Golden Eagle Charter School has a 7-9 member Leadership Team. The Leadership Team is composed of teachers, parents, the Director, the Coordinator and the Program Managers. The Leadership Team is responsible for crafting the means to achieve the outcomes delineated and/or approved by the Governance Council.

Appendix 1: GECS SARB Policy

1. **1st Truancy Letter + Updated Intervention Letter Sent**
 - Violation of any of the things listed on county truancy policy.
 - EF notifies Registrar, Director, Special Ed Teacher (if applicable) by filling out the updated Intervention Form setting a date for conference with parent/guardian, student, EF and Director.
 - Conference with parents/guardian held within one week of letter date.

Copy of truancy letter sent to Human Services

 - Copy of truancy letter sent to Probation
 - Copy to truancy letter to district of residence.

2. **2nd Truancy Letter**
 - Additional violation of any of the things listed on county truancy policy.
 - EF notifies Registrar, Director, Special Ed Teacher (if applicable) by filling out the form titled "Intervention Meeting Results." Appropriate action taken based on results of meeting.
 - Copy of truancy letter sent to Human Services
 - Copy of truancy letter sent to Probation
 - Copy of truancy letter sent to District Attorney's Office
 - Copy to district of residence
 - District/charter contacts SARB Coordinator to confirm hearing date and time

3. **3rd Truancy Letter**
 - Additional violation of any of the things listed on county truancy policy.
 - Charter school contacts SARB Coordinator, to obtain a hearing date and time.
 - Copy of truancy letter sent to Human Services
 - Copy of truancy letter sent to Probation
 - Copy of truancy letter sent to district of residence.
 - Copy of truancy letter, and all other SARB forms for file creation, sent to District Attorney
 - Charter school transfers student to district of residence.

Appendix 2: GECS CODE OF CONDUCT & SUSPENSION & EXPLUSION POLICIES

One of the goals of Golden Eagle Charter School is to support students in developing wisdom and leadership. Our code of conduct is tied to that goal and is threefold. It is our intention that students, at home, in the Educational Resource Centers, and on field trips will:

Show respect for their character and their bodies by:

- Choosing a healthy lifestyle that would preclude the use, possession or distribution of drugs, alcohol or tobacco.
- Choosing their speech carefully and thoughtfully, eliminating profane and vulgar language.
- Choosing to conduct themselves with honesty and integrity by not engaging in theft, cheating, plagiarism, or untruthful statements.
- Choosing to exhibit a positive attitude about themselves and the world around them.

Show respect for others by:

- Choosing to respect others' boundaries, both physical and psychological, so that the environment is safe and free from violence and harassment.
- Choosing to respect others' possessions.
- Choosing to be kind and considerate at all times, using acceptable problem solving skills to work out differences.

Show respect for their environment by:

- Choosing to care for the buildings and locations made available to our school, eliminating vandalism or careless neglect.
- Choosing to respect the natural environment and the issues surrounding the stewardship of our planet.

SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Golden Eagle Charter School ("School" or "Charter School"). When the Policy is violated, it may be necessary to suspend or expel a student from a site/learning center of the school's program altogether. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the school's main office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled from a site/learning center or the School's program for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event

at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or Educational designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

At this conference, it shall be determined if the student will continue to attend site classes/activities or if the student will be placed on a personalized learning plan that prohibits him/her to participate in onsite programs/classes/activities. If it is determined that the student will no longer participate in onsite programs/classes/activities, this will remain in effect until the end of the school year. The student will be given the opportunity to attend onsite programs/classes/activities the next school year.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Golden Eagle Charter School's Governance Council ("Board") following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a Board member of the School's Governance Council. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination

regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
3. Notice that the pupil may have a right to appeal the expulsion to the Siskiyou County Board of Education.

The Director or designee shall send a copy of the written notice of the decision to expel to the Siskiyou County Office of Education.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the Siskiyou County Office of Education upon request.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

L. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may

include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Appendix 3: Dispute Resolution Policy

Governance Council Policy #2008.1 (Replaces Conflict Resolution Policy #2007.1)

In an attempt to resolve disputes within the school in an effective and respectful manner, all disputes within the school (between staff members, students, parents/guardians, or on-site contractors) must follow this Dispute Resolution Policy.

Golden Eagle Charter School will only be involved in a dispute if there is a school policy or procedure that has allegedly been violated. Personal disputes should be resolved between the parties directly, and are not the responsibility of the school to address. In order to engage the GECS Dispute Resolution Policy, the incident must involve an alleged violation of school policy or procedure. Any such disputes among staff, parents/guardians, on-site contractors or students will be subject to the following steps:

1. Before addressing the dispute, all parties involved should observe a cooling-down period, of at least one day, in order to gain perspective on the issue. Disputes can be resolved more efficiently when the participants have gotten out of the reactionary mode that accompanies strong feelings.
2. The complainant will try to work out the problem face-to-face with the other party or parties involved, even if this is awkward or uncomfortable. All parties should strive to be responsible and accountable for their actions.
3. If the dispute cannot be resolved through direct discussion between the parties, the complainant will ask a staff member to informally mediate the dispute. The staff mediator should meet with both parties and attempt to resolve the dispute. No documentation is required.
4. If the person did not receive an acceptable outcome in step 3, he/she should submit a written complaint to the school's Director or designee. The complaint must be filed within 20 business days of the original incident and should reference the school policy or procedure which was allegedly violated and a summary of the steps taken to resolve the dispute thus far. It should also include the desired outcomes the person hopes to achieve by filing the written complaint. All parties involved will be given a copy of the written complaint and have 5 business days to respond in writing, including his/her desired outcomes. The complaint will be investigated by the Director or designee. Within ten business days the Director or designee will attempt to resolve the dispute and submit a written response to all the parties involved.
5. If the complainant did not receive an acceptable outcome in step 4, he/she should submit, within five business days, a written summary, to the Director or designee, of all the steps attempted so far and why the previous resolution solutions are not acceptable. The original desired outcomes are the only outcomes that can be addressed.

If the person believes that mediation from an outside party will benefit the situation and could lead to solving the dispute, he/she could request a 2-hour mediation session. Mediation will be held if both parties and the school's Director or designee agree. The mediator will be an outside person hired by GECS. The focus of the mediation will only be on the original complaint and original desired outcomes containing an alleged violation of the school's policies or procedures. It is not the responsibility of GECS to

mediate personal dispute. A form will be filed by the mediator documenting the results of mediation including whether the dispute has been resolved or more action is needed.

6. If mediation is not appropriate or if mediation was not deemed successful, the complaint will be forwarded to the school's Governance Council. The Governance Council will hear from all parties, in writing or in person involved in the dispute. The dispute hearing will be held in open session unless an employee's job performance is in question. The Governance Council will then determine what action is necessary to resolve the dispute. The decision of the Governance Council is binding on all parties.

Dispute Resolution Form

This form must be used in conjunction with Dispute Resolution Policy #2008.1 Golden Eagle Charter School will only be involved in a dispute if there is a school policy or procedure that has allegedly been violated. Personal disputes should be resolved between the parties directly, and are not the responsibility of the school to address. In order to engage the GECS Dispute Resolution Policy, the incident must involve an alleged violation of school policy or procedure.

Date of incident: _____

Person filling out this form: _____

Brief description of incident:

What GECS school policy or procedure was allegedly violated?

Did you meet face-to-face after a cooling down period of at least one day?

Yes No – If no go back to step 2 in Dispute Resolution Policy

Did you have a GECS staff person informally mediate the dispute?

Yes No – If no go back to step 3 in Dispute Resolution Policy

When and where did the parties meet?

Who was the staff mediator?

What happened at the mediation?

Why wasn't the dispute resolved?

List the desired outcomes you hope to achieve by filing this written complaint:

- 1.
- 2.
- 3.

All parties involved will be given a copy of this written complaint and have 5 business days to respond in writing, including his/her desired outcomes. The complaint will be investigated by the Director or designee. Within ten business days, the Director or designee will attempt to resolve the dispute and submit a written response to all the parties involved.

Signature of person filing complaint Date

Appendix 4: Fieldtrip Permission Slip

Student Name _____ EF: _____

Trip Coordinator: _____ Trip Date: _____

Destination: _____

Meeting Site: _____ Meeting Time: _____

Return Site: _____ Return Time: _____

Mode of Transportation: _____

Specific Clothing/Equipment/Abilities Required for this Trip: _____

Cost of this trip: _____ Charged to student funds? _____

a) Please indicate below any permanent or temporary medical or other condition including special dietary and medication needs, or the need for visual or auditory aids, which should be known about your child. If your child needs medication during the trip please talk to the trip coordinator about dispensing it and only allow the child to bring the exact doze he/she will need during the trip:

b) I agree that in the event of an emergency injury or illness, the staff member(s) in charge of the trip may act on my behalf in obtaining medical treatment for my child.

c) I agree and understand that I am responsible for the actions of my child, and I release the school from all claims and liabilities that arise in connection with the trip, except if due to the negligence of school officials.

In an emergency I can be reached at: Day: (____) _____

Evening: (____) _____ Cell: (____) _____

Additional Contact: Name _____ Ph: (____) _____

I give my permission for my child to participate in this school trip.

(Signature of Parent/Guardian)

(Date)