

BULLIS CHARTER SCHOOL

Parent/Student Handbook



BULLIS
charter school

A CALIFORNIA
K - 8 PUBLIC SCHOOL

2018-2019 School Year



BULLIS charter school

A CALIFORNIA K - 8 PUBLIC SCHOOL

Founding Superintendent
Principal/Director of Instructor Services
Assistant Principal - North
Assistant Principal - South
Administrator
Director, Strategic Initiatives & Partnerships
Director, Communications & Technology
Director, Technology Operations
Director, Communications
Executive Assistant
Finance Admin. Assistant
Office Manager/Admin. Assistant
Registrar
Nurse

Wanny Hersey
Cynthia Bricton
Melissa Christie
Dr. Billy Martin
Jennifer Anderson-Rosse
Jessica Lura
Charles Morgan
Mauricio Romero
Sarah Beck
Aumi Rohm-Wesley
Kitty Chiu
Linda Lukas
Martha Gutierrez
Julie Gutierrez-Muegge

Dear Parents and Students,

We are incredibly excited to welcome you to the 2018-2019 school year! We are looking forward to a productive year, one that is filled with academic, social, and emotional growth. We hope you will be pleased with the School and your child's progress.

A fundamental aspect of a quality educational program is frequent communication between home and school. This handbook has been developed to explain our expectations, policies, and procedures. Within these pages, you will also find an explanation of the services we offer. Please take time to read this handbook carefully.

I am eager to speak with you at any time. Please do not hesitate to call with any questions or concerns you may have.

We all look forward to working with you this year.

Sincerely,

Cynthia Bricton
Principal/Director of Instructional Services

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DAILY SCHEDULE

Kindergarten:

Morning: 8:15 am – 12:00 pm

Afternoon: 11:25 am – 3:10 pm

Fridays: 8:15 am – 12:40 pm

Grades 1 – 5:

8:35 am* – 3:15 pm**

*Extracurriculars begin at 7:45 am

** Extracurriculars are from 3:30 - 4:15 pm on Mondays, Tuesdays, Wednesdays (north campus);

Mondays, Tuesdays, Thursdays (south campus)

Play rehearsals (M-F) are from 3:30 4:30 pm

Grades 6 - 8

8:00 am* – 3:29 pm**

*Extracurriculars begin at 7:15 – 8:00 am

**Office Hours and After School Sports go until 4:30 pm

MAIN OFFICE HOURS

Monday – Friday, 7:45 am – 4:30 pm

DROP OFF & PICK UP PROCEDURES

The safety of our students is a primary concern. In an effort to provide the safest environment during the drop-off and pickup of children, we ask your cooperation in following these procedures:

1. PLEASE **clarify arrangements** with your child about afterschool plans **each morning** to avoid confusion later in the day. The office is not always able to get messages to students before they leave.
2. Students are to be dropped off and picked up at the parking lot. Kindergarten parents should park and walk their child(ren) to and from their classroom. Please do not exit your vehicle while in the pickup/dropoff drive through lane. Parking is only allowed in designated parking spaces.
3. Students who walk or ride bikes should cross at the crosswalk. Bike riders must walk their bikes once on the school grounds.
4. Morning supervision begins at 8:15 am. **Students are not allowed on campus before this time** unless they are enrolled in a school sanctioned, staff supervised activity. **After school supervision ends at 3:30 pm.** All students not attending extended day extracurricular classes who have not been picked up by that time are brought to the school office and should then be picked up there.
5. **If students are not picked up** by parents within 15 minutes of dismissal, the office will contact the people on the students' emergency card to pick them up.

The parking lot is very congested before and after school. We want to be good neighbors. Please be sensitive to the concerns of the residents and discuss with your children the importance of respecting neighborhood property.

If parents or guardians are planning to travel, it is imperative that the student's teachers and the front office be informed in writing of any changes in plans, guardianship, carpooling, contact information, etc. Please be aware that students will only be released to adults who have been authorized on the "Student Pick-up List" through the PowerSchool Registration portal.

Leaving school premises

Bullis Charter School is a closed campus. Students are not permitted to leave the school premises unless they are in the company of a parent or authorized guardian. The office should be notified in writing when a student will be picked up during the school day and who will pick up the child. The authorized adult picking up the child must sign the student out at the school office. This precaution is for the safety of all BCS students.

ATTENDANCE POLICIES

Absences and Tardies

When your child is going to be absent OR tardy, please contact the school office before 9 am and leave a message on the Attendance Line (6509474100, ext. 2) or email attendance@bullischarterschool.com with the following information:

1. Child's first *and* last name
2. Teacher's name
3. Your relationship to the child
4. Reason for absence or tardy

If your child is marked absent and you have not contacted us by telephone, the office will contact you for verification and the reason for the absence. Illnesses, medical appointments, religious holidays/celebrations will be considered excused absences. When your child returns to school, please send a written excuse as to the reason for their absence.

Tardiness

Please help us support each child's learning and instill the valuable life skill of punctuality by making sure your child(ren) arrives on time to school. Students who arrive at school after their designated start time **MUST** come to the office, sign in, and take a tardy slip to their teacher.

Sequence of Consequences for unexcused tardies:

1. *1st and 2nd unexcused tardy within a trimester – Student will receive a verbal warning.*
2. *3rd unexcused tardy – Student will receive a letter from his/her teacher.*
3. *4th unexcused tardy – Student will receive a letter from the assistant principal/principal.*
4. *5th unexcused tardy – Parent will receive a call from the assistant principal/principal.*
5. *6th and each subsequent unexcused tardy – A meeting with the parent or guardian may be scheduled.*

Students who have excessive unexcused absences and are chronically tardy may be declared habitual truants.

Assignments

When a student is out for one or two days, he/she should call another student in the class for assignments. If your child will be out more than two days, please contact your child's teacher to request his/her homework. Teachers provide homework assignments for students who are out ill for more than three days. Please allow teachers 24 hours to gather the homework and any appropriate materials; these will be available for pick up in the school office.

Vacation

Vacation time is provided within the school calendar. **Bullis Charter School requests that families refrain from removing their children from school for vacations.**

If there are extenuating circumstances and it is necessary to miss school for five or more days, an Independent Study Agreement will be set up. You must advise the school one week in advance of the intended absence to allow time for your child's teacher to prepare long range assignments and prepare the Independent Study Agreement. We cannot stress enough the importance of Independent Study Agreements during extended absences.

STUDENT POLICIES

Dress Code

Students are expected to come to school in neat, clean, appropriate clothing and closed-toe shoes suitable for active participation in P.E. and playground activities. Mini skirts, short shorts, and spaghetti straps are not appropriate clothing for school. Clothing should be comfortable, be of proper fit, and not revealing or otherwise disruptive to learning. Pants must fit at the waist; shirts must come to the waist. (Please also refer to Middle School Dress Code below.)

BCS Middle School Dress Code

Purpose: To create an environment conducive to learning in which everyone feels safe.

Clothing Must Fit

- Pants, shorts, or skirts must fit at the waistband without a belt.
- Shirts must come down to at least the waistband of skirts, shorts, or pants, even when arms are raised.
- Underwear must never show, whether standing, sitting, bending down, or bending forward.
- Shoes must be comfortable enough that you should be able to walk anywhere on campus at any time.

Clothing Cannot Be Inappropriate on School Grounds

- There must be no sexual or racist remarks on any article of clothing.
- No sunglasses may be worn inside the classroom.
- No hats or hoods may be worn inside the classroom.
- No images of or images related to drugs, weapons, alcohol, or tobacco may be on any article of clothing.

Dress Code Violations:

- 1st Violation - record violation in detention spreadsheet; student has to modify behavior (changing into PE uniform, call parents, getting a t-shirt from the office).
- 2nd Violation - record violation in detention spreadsheet; student has to modify behavior; call parents so that they can help to modify behavior
- 3rd Violation - detention

Homework Policy

The general daily expectation for homework is from 30 to 60 minutes Monday through Thursday, although time may vary depending upon your child's study habits. Older children will generally have more homework. Teachers will assign long term projects and daily assignments or reinforcement activities for skills taught during the day. These assignments may be used as part of the next day's lesson.

Occasionally, your child may seem to have too much homework on a particular evening. However, if your child seems overwhelmed with homework on a regular basis, please contact your child's teacher(s). Remember, all children have a basic minimum standing assignment of nightly independent reading above and beyond all other assignments. No child should report that they have no homework. If your child repeatedly says that he/she has no homework, please contact your child's teacher(s).

Technology

The use of computers, the Internet, and other technology tools is a privilege, and unacceptable use will result in revocation of those privileges. Bullis Charter School's main oversight of students' acceptable use is during the school day. However, violations of acceptable use outside of school hours can negatively affect the school and members of its community. As a result, violations of the Bullis Charter School's Acceptable Use Policy outside of school that come to the attention of the BCS personnel may be treated in a disciplinary manner.

Students are expected to abide by the generally accepted rules of network etiquette while using technology during the school day and at school-sponsored events. Unacceptable and/or unethical use of the Internet will be cause for revoking network privileges and/or disciplinary action. To use any technology at BCS, students, their parents, and their homeroom teachers must sign an Acceptable Use Policy (AUP). As outlined in the AUP, students are responsible for the following:

- Students are responsible for their computers and email accounts.
- Students are responsible for using appropriate language in email messages, online postings, and other digital communications with others.
- Students are responsible for treating others appropriately and will not engage in bullying, harassment, or other antisocial behaviors while in school or out of school.
- Students are responsible for their use of the Internet and the BCS server and will not engage in inappropriate behavior.
- Students are responsible for their conduct on ALL online sites and understand that what they do on social networking websites should not negatively impact the school learning environment and/or their fellow students, teachers and administrators.
- Students are responsible for being honest while online.
- Students are responsible for protecting the security of BCS' network and will not attempt to bypass security settings.
- Students are responsible for protecting school property and understand that this includes, but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology device.
- Students are responsible for following school rules whenever they publish anything online including copyright laws.
- Students are responsible for all electronic devices they bring to school and school-sponsored events and will follow all school rules and expectations for any devices.
- Students are responsible for all their actions and understand that they will be held accountable for any violations.

In addition, at school and at school-sponsored events, students may not bring or use any personal electronic devices without the permission of a BCS teacher. Approved devices must be kept out of sight and turned off during the school day and at school-sponsored events, except when otherwise directed by a BCS teacher or staff member. Electronic devices include, but are not limited to, cell phones, computers, iPods or other mp3 or audio/video players, iPads, Kindles or other electronic book readers, and cameras.

Cell Phones

Having a cell phone at school is a privilege, and any misuse of a cell phone may cause the phone to be taken away from the student. If a phone is taken away from the student, it will be turned in to the office and the student's homeroom teacher will be notified. The first time a student's cell phone is taken away, the student will receive a warning, and may bring a parent to the office to retrieve the phone after school. On the second offense, the cell phone will be held until the end of the school year.

Cell phones must be turned off and out of sight during the school day (8:00 a.m. – 4:15 p.m.), before and after school extra-curricular classes, and during school-sponsored events. Students may use their cell phones before and after school classes but NOT during break and/or lunch while on campus. During the school day and at school-sponsored events, students who need to call their parents must ask permission from a supervising teacher. Students who need to call for a ride home at the end of the day may use their cell phones in the pick up area ONLY. The school is NOT responsible for any damage to or loss of a cell phone. Students are responsible for their personal property.

Lost and Found

Many valuable articles of clothing and other items are turned into the "Lost and Found." Several times during the year, all unclaimed articles are donated to charity.

Wheels on Campus

Skateboards, roller blades, Razors, bicycles, and similar wheeled devices may not be ridden on campus, although they may be ridden to school. These items must be kept either in the bike rack, in the classroom, or the office during school hours. NOTE: Bikes must be walked on campus and locked in the bike rack.

BEHAVIORAL EXPECTATIONS / CHARACTER PILLARS

Bullis Charter School's expectations are based on the Six Pillars of Character. The entire staff at BCS is committed to modeling and supporting a safe, respectful and caring school environment. We believe that in such an environment, students will be able to learn and perform to the best of their ability.

CARING

*Be kind, helpful, and understanding.
Be thankful.
Forgive others.*

TRUSTWORTHINESS

*Be honest.
Never lie, cheat, or steal.
Do what you say you will do.*

FAIRNESS

*Play by the rules.
Take turns.
Share.
Be a good listener.*

RESPECT

*Treat other people like you would like them to treat you.
Use good manners.
Understand that all people are different and all people have feelings.*

RESPONSIBILITY

*Do what you are supposed to do.
Keep trying and always do your best.
Think before you act.
Make good choices.*

CITIZENSHIP

*Do what you can to make your school and neighborhood better.
Cooperate with others.
Be friendly.
Protect the environment.
Obey the laws.*

One component of the support network needed to maintain a caring school culture where all students feel they belong is developing individual and group responsibility. The goal of the behavior expectations at BCS is to teach children to be responsible citizens. Teachable moments within the classrooms and playground are utilized so students will learn to apply the concepts of the Six Pillars to everyday situations.

We value school/home partnership. We see this partnership as an essential component in the social, emotional, and behavioral development of our students.

CLASSROOM EXPECTATIONS

The teacher and class will discuss and apply the Six Pillars as they establish expectations for behavior and consequences for inappropriate behavior within the class. These will be shared and discussed at Back-to-School Night, during regular class meetings, as well as in small group and individual conferencing for the purpose of clarifying expectations and resolving conflicts/problems.

In the event of a serious behavior problem, the student will be sent directly to the office to meet with the principal or designee. The parent will be contacted and procedures will be followed as stated in the BCS discipline policy and State of California Education Code.

SCHOOL EXPECTATIONS

Students are expected to behave in accordance with the Six Character Pillars.

Caring / Respect / Fairness

- Play and participate in activities with no bullying, threatening actions, or fighting.
- Remain seated at assigned lunch tables for a minimum of ten minutes to finish eating lunch.
- Refrain from “name calling.”
- Clothing with inappropriate language or pictures will not be allowed.
- Students will not use offensive language or gestures.
- Listen and follow directions given by adults in charge.

Responsibility / Citizenship / Trustworthiness

- Dangerous objects (including laser pointers) or models of dangerous objects should not be in students’ possession.
- Students may not possess alcohol, drugs, drug paraphernalia and/or controlled substances at school.
- Arrive on time to school.
- Be prompt and prepared for class.
- Objects which may be a distraction to the child or disruptive to the class will not be permitted.
- Skateboards, roller blades, bicycles, and similar devices may be ridden to school but not on campus, and students must keep them locked in the bike rack or in the classroom.
- Chewing gum will not be brought to school.
- School and personal property will be respected.
- Students will not engage in disruptive classroom behavior as determined by the teacher.
- Students will participate in keeping the campus clean and litter free.
- Permission shall be presented before a student is allowed to leave campus early.

Behavior expectations are reinforced by fair and consistent consequences. Behavior concerns are handled by the classroom teacher through whole group, small group, and individual counseling and consequences.

In order to uphold these specific expectations as well as the more general ones contained within the Six Pillars, consequences for not meeting them may include a personal apology, time out, citation, parent contact, referral to principal or assistant principal, restitution for damaged, lost or stolen property, confiscation of an object, school service, recess detention, after school detention, suspension and/or expulsion. The principal has the final discretion for all consequences.

Students are expected to responsibly and respectfully accept consequences for inappropriate behavior.

SEQUENCE OF CONSEQUENCES

1. When a child receives a citation, parents will be notified by phone, email or in writing.
2. An after school detention will be assigned on receipt of three citations or at the discretion of the Principal or designee. Detention will be served for one hour on a designated day following the incident. Parent will be contacted.
3. When a student receives an after school detention, the parents will receive a detention slip and/or a call indicating the date and time of detention. The detention slip is to be signed by the parent. The white copy of the detention slip is kept by parent and the pink and yellow copies are returned to school. After school detentions are held from 3:15 to 4:15 for first through fifth grade students and from 3:30 to 4:30 for sixth through eighth grade students.
4. Students must serve their after school detention on the assigned day. No excuse, except absence from school, will be accepted. In case of a school absence, detention will be rescheduled for the following week.
5. During detention, students will sit quietly for 10 minutes and then begin assigned tasks or complete class work as needed.
6. At the end of detention, students will be picked up unless the office has been notified of other arrangements.

LUNCH

Students are expected to bring their own lunches or participate in the BBC sponsored lunch program. The purpose of the lunch program is to provide excellent, nutritious lunches for students. Students who qualify may participate in the National School Lunch Program (NSLP) for free or reduced priced lunches. If you would like more information, please contact the main office. If students do not elect to participate in the BBC sponsored lunch program, they are expected to bring their own lunch.

Students will sit with their class at assigned tables to eat until they are excused by a lunch table supervisor. "Nut free" tables are available for students with severe food allergies. Students are expected to behave in a courteous and responsible manner. Students are expected to stay seated until they finish their lunch or until they are excused by a lunch table supervisor after the lunch dismissal bell rings. When students finish eating, they must discard their own trash, pick up and discard one extra piece of trash, sit back down, and wait to be dismissed by a lunch table supervisor.

PLAYGROUND PROCEDURES

1. Balls are to be thrown as part of a game. They are not to be thrown, kicked, or batted toward others or buildings. No pegging or dodgeball types of games are allowed unless organized by a teacher or as part of an organized event.
 - a. Kicking stray balls or running through games is not permitted.
 - b. Hard balls, tennis balls, or balls smaller than a tennis ball may not be used.
 - c. Bats may only be used during P.E. periods, under supervision of an adult.
2. Sticks, rocks, and tan bark may not be thrown.
3. Tackling other students is not permitted.
4. Students should stay in the designated playground area during lunch and recess.
5. When the recess warning bell rings, students are to stop playing and walk directly and quietly to their classroom or where they have been instructed to meet their teacher.
6. Food is to be eaten only at designated eating areas, not in the play area. Students are to put trash into the cans provided.
7. Students should never climb or hang on the fences.

Play Structures Rules

Slide

- 1 person goes down at a time
- No jumping off of the slide
- Students must go down the slide feet first
- Get off of the slide at the bottom and move 5 steps away from it
- Wait for the person before you to move away before sliding
- Do not walk up or down the slide

Monkey Bars

- You must travel in only one direction
- One person may travel on the bars at a time
- You may not engage in any activity on top of the bars
- No hanging for long periods of time
- No running underneath bars when in use
- Hang only by hands on the bars

Poles

- Slide down only
- Slide feet first

Dome Rules

- One person per hammock
- No pushing/ rough play
- No hanging upside down
- Only 15 people on the outside at a time
- Only 15 people climbing on the inside at a time

- 5 minute limit if there is a line (hammock and structure)
- No standing on the hammock
- No eating on or inside the dome
- No jumping on or off the dome
- One line for the hammock, and one line for the dome

Wave rules

- Limit of people 15
- Time limit 5 minutes if there is a line
- No standing on the wave
- No pushing
- No lying down
- No arguing
- Don't eat or drink on the wave (choking hazard)
- No bouncing on wave

HARASSMENT, DISCRIMINATION, INTIMIDATION & BULLYING PREVENTION POLICY

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

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

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

information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

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

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

Definitions

Discrimination

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

Harassment

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

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

- Offensive or degrading remarks, verbal abuse, or other hostile behavior directed at another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes, epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet
- Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment

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

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

Intimidation

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

Bullying

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

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or

mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.

- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a “Burn Page,” an impersonation of another student, and a false profile.

Retaliation

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

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

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

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

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

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

- By phone at (650) 947-4100
- By email at principal@bullischarterschool.com or superintendent@bullischarterschool.com
- By mail at 102 West Portola Avenue, Los Altos, CA 94022

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

Investigation and Disposition of Complaints

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

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

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

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

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

Parental Notification

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

IMMIGRATION ENFORCEMENT POLICY

Responding to On-Campus Immigration Enforcement

Charter school personnel shall notify the school Principal and Superintendent of any request by an immigration or law-enforcement officer for school or student access, requests for review of school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, school personnel must take the following actions:

1. Advise the officer that school personnel must have the Principal or Superintendent review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being on school grounds and document it;

4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the campus, school personnel should comply and contact the Principal and Superintendent.

If the officer does not declare that exigent circumstances exist, school personnel will inform the officer that the school must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

School personnel shall provide notes of the interaction to the charter school's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. Charter school personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration- enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Parental Notification

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at the charter school, charter school personnel shall endeavor to receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

Charter school personnel will endeavor to immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Immigration and Enforcement Policy Related to the Detention or Deportation of a Student's Family Member

Responding to the Detention or Deportation of a Student's Family Member

Bullis Charter School will encourage families and students to be prepared in the event that a family member is detained or deported. Bullis Charter School will encourage families and students to:

- Know their emergency phone numbers;
- Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, and lists of allergies.

Bullis Charter School shall permit students and families to update a student's emergency contact information as needed throughout the school year and to provide alternative contacts if no parent or guardian is available.

- Families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student's parent or guardian is ever detained.
- Families will be informed that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student's emergency card contact information is the information that will be used in the event a student's parent or guardian is detained or deported and the student must be released to an adult designated on that card. Alternately, Bullis Charter School will release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. Bullis Charter School shall only contact Child Protective Services if school staff is unable to arrange for timely care through the methods outlined above or other instructions given by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration- enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the School Principal or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In developing measures and strategies for use by the School, the School Principal or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures may include, but are not limited to:

1. Maintaining a safe school environment designed to prevent violence, bullying, and the abuse of alcohol and other drugs.
2. Staff development on suicide awareness and prevention. Staff shall include teachers, counselors, administrators and all other School employees who interact with students.
3. Creating a protocol for response for staff to assist students at risk of suicide.
4. Instruction to students in problem solving and coping skills to promote students' mental, emotional and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.
5. Designing programs to promote a positive school climate that enhances students' feelings of connectedness with the school.
6. Strategies to engage parents/guardians, including the provision of information regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

PARENT POLICIES & PROGRAMS

Parent Responsibilities

Educating children is a complex and difficult task requiring close cooperation and understanding between home, school, and child. As parents, you can help the school do its job by:

- Providing a quiet place and time for homework to be completed.
- Requiring that your child read for the minimum number of nightly independent minutes.
- Making certain your child has sufficient sleep and complete, nutritious meals.
- Making certain your child arrives to school on time.
- Supporting the school's expectation that students uphold the Character Pillars. (see page 8)

Change of Address and Telephone Number

It is essential that we have your most current address and phone number for our records. Please remember to update your information in the PowerSchool Registration portal if you change employment or residence. It is also essential that emergency contact names and numbers be updated as necessary. This will ensure that a faculty member or office staff can reach you or your designated emergency contact person in the event of injury or illness.

Registration of Visitors/Guests

Students' guests are not permitted at any time to attend classes due to liability and immunization regulations. All visitors must receive prior permission from the school administration and must sign in at the front office before coming on campus.

While all BCS parents are welcome to visit and/or volunteer at the school, for the safety of the students, BCS is a closed campus. We respectfully request that you please call or email in advance to schedule your visit. All approved visitors and volunteers **MUST** follow the Registration of Visitors/Guests procedures detailed below.

Procedures for Visitors to Charter School Premises

1. Any person who is not a student of the School or a School officer or employee shall register his or her presence and the reason for visiting the School to the Principal or designee immediately upon entering the School premises.
2. The Principal or designee shall provide identification to be used by all visitors at all times while on School premises. The visitor shall make this identification visible at all times.
3. All visitors registering with the Principal or designee, including immigration-enforcement officers (unless exigent circumstances necessitate immediate action and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit) will provide the Principal or designee with his or her name, address, occupation, age, if less than twenty-one years-old, his or her purpose for entering the School premises, and present proof of identity and any other information as required by law.
4. No person who furnishes the information set forth in this policy and who provides proof of identity will be denied registration except if the Principal or designee has reasonable basis for concluding that the visitor's presence will or is likely to disrupt the School, its students, its teachers, or its other employees or volunteers or result in damage to property or will result in the distribution or use of unlawful or controlled substances.
5. The Principal or designee may revoke a visitor's registration if the Principal or designee has reasonable basis for concluding that the visitor's presence on School premises would likely interfere or is interfering with the peaceful conduct of School activities, is interrupting classroom activities or is disrupting the School, its students, its teachers, or its other employees or volunteers.
6. School employees and volunteers should at all times watch for strangers on the School premises. Employees or volunteers who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered with the Principal or designee. Employees and volunteers should immediately inform the Principal or designee of any visitor who refuses to comply with registration requirements.
7. Any possession of unauthorized dangerous instruments, weapons, or devices on school grounds shall

be reported immediately to the Principal or designee and may be reported to the local law enforcement agency.

8. Any person who fails to register within a reasonable time after entering the School premises, who fails to leave upon the request of the Principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to law.
9. School personnel shall report entry by immigration-enforcement officers to the Principal, Superintendent, and/or site administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Pets on Campus

Because some students may have an anxiety or allergies to certain animals, we respectfully ask you to not bring your dogs or any other pet to campus at any time, including special events. This includes arrival and dismissal, even if the animal is small or leashed.

Forgotten Items

Forgotten lunches, books, homework, etc. may be dropped off in the school office. Please be certain your child's full name and classroom teacher are written on the item. Please remind your child to always go to the office to check for forgotten lunches, etc. The office will not interrupt class instruction for forgotten items or to distribute them. Please do not go to your child's classroom to drop off items.

Procedures for Parental Concerns

It is in the interest of both parents and staff to address concerns as quickly as possible. In order to facilitate this process, the following procedures have been established. While this section of the policy deals specifically with "complaints regarding employees," the steps outlined below would also apply when parents/guardians have concerns of any nature:

Bullis Charter School encourages free and informal discussions between staff members and parents regarding concerns.

1. Parents are expected to bring their concerns directly to the school employee for discussion and resolution.
2. When a written or oral concern is received by an administrator, the administrator shall first inform the parent of this policy and encourage him/her to speak directly to the employee.
3. If the concern is not resolved at this level, the parent shall bring the concern to the employee's immediate supervisor.
4. All written communications to an administrator regarding a particular staff member will be shared with the staff member unless anonymity is requested. If a parent/guardian expresses a concern in writing and also requests anonymity, the administrator will respect the parent's request but will also share the general content of the letter with the staff member.

BBC – Bullis Booster Club

There are many opportunities for parents to be involved at Bullis. Our volunteers are essential to the enriched program that is offered at Bullis Charter School. The volunteer program operates under the direction of the BBC and opportunities to serve are available in a multitude of areas including: lunch program, playground supervision, field trip drivers, landscaping committee, directory, Walkathon, and many more! We encourage all BCS parents to be involved in some manner at the school. We hope you will attend our BBC Coffees and signup as a volunteer for your choice of activity. Visit the BBC website at www.bullisboostersclub.org for information on programs, volunteering, and much more!

EDUCATIONAL RECORDS AND STUDENT INFORMATION

Definitions

Education Record

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by Bullis Charter School (“School”). Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian’s address, and where the parties may be contacted for emergency purposes.
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended;
7. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that the School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purpose of law enforcement;
3. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
4. Records that only contain information about an individual after he or she is no longer a student at the School;
5. Grades on peer-graded papers before they are collected and recorded by a teacher.

Directory Information

Part of the education record, known as directory information, includes personal information about a student that the School may make public. The School does not publish a directory of student information.

Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Eligible Student

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

Disclosure of Directory Information

At the beginning of each year, the School shall provide parents and eligible students with a notice containing the following information: 1) The categories or type of personally identifiable information it designates as directory information (this should be limited to the information specifically identified in Education Code section 49061(c)); 2) A statement that directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the School receives consent as required under state law); 3) The recipients of the directory information; 4) The parent's or eligible student's right to refuse to let the School designate any or all of those types of information about the student as directory information; and 4) The period of time within which a parent or student has to notify the School in writing that he/she does not want any or all of those types of information about the student designated as directory information. The notice shall be in the annual First Day Packet. Within 5 days of the First Day Packet's distribution, any parent(s) who does not want his/her child's directory information made public without prior written consent must inform the School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement.

The rights to require prior written consent does not apply to disclosure or requiring a student to disclose his/her name, identifier or institutional email address in a class in which the student is enrolled or to require the student to wear, display publicly or disclose a student ID card or badge that exhibits directory information.

Annual Notification to Parents and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
- File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.

The notice must also include the following:

- The procedure for exercising the right to inspect and review educational records;
- The procedure for requesting amendment of records;
- A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.
- The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.
- Assurances that the School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order;
- A description of the types of student records maintained by the School;
- A list of the circumstances or conditions under which the School might release student information to outside people or entities;
- A statement that, unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents or guardians and eligible students –and receive their written consent – before it releases a student’s personally identifiable information.

Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student’s education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the School Principal. Within 45 business days, the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

Copies of Education Records

The School will provide copies of requested documents within 15 business days of a request for copies. The School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student’s right of privacy, he or she may request, in writing, that the School amend the record. The request must be submitted within thirty (30) calendar days of the discovery of the inaccurate or misleading information or a violation of the student’s right of privacy. The School will respond within fifteen (15) working days of the receipt of the request to amend. The School’s response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

Hearing to Challenge Education Record

If the School denies a parent or eligible student’s request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student’s education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within 45 work days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or eligible student no later than 5 days before the hearing.

The hearing will be conducted by BCS Principal or Superintendent. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The BCS Principal's or Superintendent's decision will be based solely on the evidence presented at the hearing. Within 30 working days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure of Education Records and Directory Information

The School must have a signed and dated written permission from the parent or eligible student before releasing any information from a student's education record with the exceptions listed below. With the exceptions listed below, the School will not release educational records to any person or entity outside the School without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. The School may keep the consent notice with the record file. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the School shall not release the information.

The School will endeavor to avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. Student information may be disclosed to immigration authorities for immigration-enforcement purposes if a court order or judicial subpoena is provided. Immigration-enforcement agencies do not have a legitimate educational interest in a student's or family's citizenship or immigration status. A student's or family's citizenship or immigration status is not considered to be directory information.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the School prohibits disclosure, the School may provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

If the School receives an information request related to a student's or family's immigration or citizenship status, the School personnel shall take the following action steps:

- Notify the Principal or Superintendent about the information request;
- Provide students and families with appropriate notice and a description of the immigration officer's request;
- Document any verbal or written request for information by immigration authorities;
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

The School will train its personnel regarding gathering and handling sensitive student information as identified in this policy.

The School may disclose education records, without consent, to the following parties:

- A. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 9
- B. Contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions may be considered a school official provided that the outside party performs an institutional service or function for which the school would otherwise use employees, is under the direct control of the school with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information.
- C. Other schools to which a student seeks or intends to enroll;
- D. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions, including but not limited to the Santa Clara County Office of Education with regard to charter school oversight, and the Los Altos School District with regard to Proposition 39;
- E. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or

- enforcing the terms and conditions of the aid;
- F. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
 - G. Accrediting organizations in order to carry out their accrediting functions;
 - H. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
 - I. Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
 - J. Persons who need to know in cases of health and safety emergencies;
 - K. State and local authorities, within a juvenile justice system, pursuant to specific State law.
 - L. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the School with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding, regardless of whether the School concluded a violation was committed.
 - M. The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purpose of conducting program monitoring, evaluations and performance measurements of the School, provided the data is reported in the appropriate form provided by law.
 - N. An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.
 - O. Other disclosures as provided by applicable law.

Record Keeping Requirements

The School will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

Complaints

Parents and eligible students have 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 is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202

SCHOOL POLICIES & PROGRAMS

Illness

Any child with even a slight fever, who does not appear alert, or is not well enough to participate in school activities, will be sent home. If your child has been absent due to an illness, she/he must be free of fever (without fever reducing medication) and episodes of vomiting, nausea, stomach cramps, or diarrhea for at least 24 hours prior to returning to school, including after school activities such as extracurriculars, play rehearsals, and performances. If your child has a rash, please do not send him or her to school until your health care provider has stated that your child is not contagious. Do not send your child to school if s/he is sick.

Head Lice

If you discover head lice on your child, it is important that you notify the school. If school personnel observes live lice or nits on your child's head, you will be notified immediately and s/he will need to be picked up from school. Your child may return to school after initial treatment AND the removal of ALL nits from the hair.

Field Trips

Individual classes may take trips several times during the year in support of the school's educational program. Each field trip must have prior approval of the Principal. The teacher will notify parents each time the class is going on a field trip. A permission slip must be completed by a parent/guardian and submitted to the school prior to each trip. If you do not want your child to go on a particular trip, your child may remain at school. Supervision and classroom activities will be provided.

Prior to any parent volunteers driving students to or from a field trip, the driver must complete the Volunteer Driver Information form that is located on the K12 Online registration portal. The information included on this form must be current in order for a parent to be able to drive on any school-sponsored trip.

Student Council

Student Council is offered to 3rd, 4th, and 5th graders and provides opportunities for students to learn and practice leadership skills. Two representatives will be selected from each classroom each semester to serve on Student Council. The BCS student body will elect officers and only representatives will be able to run for Student Council board positions. Students not serving as representatives will have opportunities to work on numerous Student Council committees. Any student receiving a Citation while enrolled in Student Council will be ineligible for continued participation and removed from the program.

Pictures

School pictures, class and individual, will be taken in the fall and will be delivered before December vacation. This service is provided by the Bullis Booster Club and is organized so there is minimal disruption of the classroom program.

Testing

CAASPP and CAST

Each spring, all BCS students in grades 2 through 8 take part in the state mandated Common Core State Standards aligned California Assessment of Student Performance and Progress (CAASPP) in English language arts and mathematics. Additionally, students in grade 5 and grade 8 will take the California Science Test (CAST) in science. The results of these tests compare our students' performance with other students in the state.

ELPAC

The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as “transitional kindergarten”) through grade twelve (ages 3-21). The ELPAC is aligned with [California's 2012 English Language Development Standards](#), and is comprised of two separate ELP assessments:

1. Initial Assessment (IA)—an initial identification of students as English learners
2. Summative Assessment (SA)—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

For more information about ELPAC, visit:

- [California Department of Education ELPAC Resource Page](#) for state questions and answers
- [California Department of Education's Page](#) for a Parent Guide to Understanding the ELPAC
- [ELPAC's Page](#) for practice tests

Questions about a student's testing performance may be directed to the classroom teacher or the Principal.

STUDENT SUPPORT AND SERVICES

Response to Intervention (RTI)

An RTI team (RTI) may be assembled as needed to provide support and assistance to classroom teachers and parents seeking alternative intervention strategies for working with students who are experiencing difficulties due to behavioral, emotional, motivational and/or family issues. Regular members of our staff who may serve on the RTI team with the parents are the principal, assistant principal, school psychologist, counselor, resource teacher, speech and language therapist, Reading Specialist, and classroom teacher. Other persons who may participate include the student and appropriate support professionals from the community. Through collaboration and dialogue, a specific plan is developed for meeting the student's particular needs. When the RTI team feels that there is an indication of a learning disability, the team formalizes a plan of action and, in consultation with the parents and with their permission, determines the appropriate tests to administer.

Special Education Program

When testing indicates that a student qualifies for Special Education services, an IEP team including the parents, teacher(s), resource specialist, psychologist, and principal, or his/her designee, convenes. The student's areas of need are determined and the special education staff develops Individual Education Plans (IEP), working with the classroom teachers to modify instruction and assignments, and coordinate support programs as necessary. Reviews of the progress of IEP goals occur each trimester, new goals are developed yearly, and formal assessment occurs every three years. Parents, classroom teachers or other staff may request a review of the IEP at any time in order to update and modify the plan prior to the annual review.

All students with special needs are taught through a collaboration of staff efforts. Students may be seen on a pullout basis, addressing the issues in their IEP and/or on a collaborative basis in the classroom working on assignments within the classes.

Bullis Charter School employs a Director of Special Education, Resource Specialists, a Speech and Language Pathologist, an Occupational Therapist, and an Educational Psychologist. Parent authorization is required prior to the testing of a child.

Counselor

BCS employs counselors to provide mental health support services for students. The services may consist of: consultation with teachers concerning student mental health issues; direct therapeutic intervention with children, either 1:1 or in small groups; and referral to outside agencies, if appropriate. Our Counselors' expertise and guidance are also utilized on the school's Student Study Team, Individual Education Plans, and Crisis Team.

Health Services

BCS employs a full-time nurse, and first aid and care for students may also be administered by the school office staff. Working parents should arrange for a nearby adult to be available to pick up their ill or injured child. Please indicate this person on your emergency card.

The school provides no medications. Children requiring administration of medication at school must obtain the proper school form from the office. Medications prescribed by a physician during the regular school day may be administered by the school nurse or other designated school personnel, or self-administered by the student if the school has received the fully completed Authorization to Administer Medication form. This form is available at the office and must be signed by both the physician and parent, and returned to the school office.

English Learner (EL) Program

The goal of our EL program is to facilitate English language acquisition that will allow our EL students to perform comparably with their English only peers, to have access to the core curriculum and all other programs, and to maintain their self esteem and cultural identity.

COMMUNICATION

Parent–Teacher Communication

Back-to-School Night

This annual event is held in the fall and is an opportunity for parents to meet their child's teacher(s), meet the entire school faculty, and hear about our programs and expectations. It is not a conference time but rather a time to receive general school and classroom information.

Classroom Newsletter

Each teacher will send a newsletter home on a regular basis to inform parents of classroom accomplishments and scheduled events. This is an important piece of communication that will also be published on the teachers' websites.

Focused Learning Goals (FLGs)

FLGs are the primary tool by which teachers, parents, and students use to communicate and focus their work in order to ensure the needs of every student are being met. The goals for FLGs are aligned to the BCS Strategic Objectives and are developed at the October Parent Conferences (see below). In grades K-5, FLGs are developed in 6 categories: Math, Reading, Writing, Content, Behavioral, and Personal. For the grades 6-8 students, FLGs may be developed for the areas of English Language Arts, History/Social Science, Math, Science, Personal, Foreign Language, and Physical Education with foci on Academics, Work/Study Habits, and Behavioral in each category.

Parent and student input will also be solicited in the development of these goals as will input from other BCS staff members, as appropriate. Students will participate in the process in developmentally appropriate ways. The FLG document will also delineate the parties responsible for implementing, monitoring, and evaluating each of the goals.

Progress on FLGs will be monitored throughout the year:

- Teachers and students will regularly review FLGs.
- An update on the progress of the FLGs will be provided in the form of a FreshGrade Summative Report on the students' eportfolio during the 2nd trimester report card.
- Parents may meet with teacher(s) during March FLG conferences.

- All FLGs will be given a rubric score at the end of the year and a year-end Summative Report on the students' FreshGrade eportfolio. All goals receiving a score of 3 or less will be revisited next year at the October Parent Conferences.

October Parent Conferences

We strongly encourage every parent to come to Bullis' scheduled conferences in the fall. It is during this conference that your child's Focused Learning Goals (FLGs) will be developed for the year. Additional conferences can be arranged by contacting your child's teacher(s). If you are having difficulty arranging a conference, the school office can assist you. Please note, your child may be present during any conference.

March FLG Conferences

These FLG Conferences are 20-minute voluntary conferences designed to specifically address one or two Focused Learning Goals. Signup forms will be sent home by the classroom teacher in advance of the conferences.

Report Cards Parents will receive report cards at the end of each trimester (three times throughout the year). These allow parents to understand how their child(ren) is progressing as measured against the California Common Core State Standards. Parents of children who are not making adequate progress will be contacted during the trimester. If you have any questions about your child's grades, please contact your child's teacher(s).

Parent–School Communication

“MyBCS” Website

An internal site for the BCS community is hosted at our school's website (www.bullischarterhschool.me/mybcs). To access the password-protected content contained in these pages, parents need to have a Blackboard login account. If you believe that you did not receive account credentials, please email support@bullischarterhschool.com.

Email Communications

Schoolwide emails will be sent weekly via our electronic school newsletter, the “Bear Essentials.” In order to receive these communications, parents/guardians must have an *active* email address entered into PowerSchool (through PowerSchool Registration portal). Additionally, all communications are archived on the “MyBCS” section of our school website.

BBC Newsletter

The BBC publishes issues of the “BBC Broadcast” newsletter throughout the year highlighting school happenings and BBC activities that is distributed via email.