PIVOT
CHARTER SCHOOL

Student and Family Policies Manual

2026-2027

Pivot Charter School Student and Family Policies

Welcome to the Pivot Charter School community! We're thrilled to have you and your student join our vibrant learning environment. This handbook serves as a guide to navigate Pivot's policies and procedures, ensuring a smooth and successful year for everyone. These policies are designed to be comprehensive, outlining expectations for both parents/guardians and students. They detail how our school operates, from attendance and grading to student support services and extracurricular activities. While this handbook strives to address most situations, unforeseen circumstances may arise. In such cases, please understand that school administrators will consider individual circumstances when implementing policies, always adhering to legal guidelines. Our ultimate goal is to create a thriving learning environment for all, and open communication is key. If you have any questions or require clarification on a policy, please don't hesitate to reach out to your child's teacher or a school administrator. Please see the Parent/Student Handbook for more general and visual information about Pivot's program.

Policies and Procedures: The information in this handbook provides you with information regarding our school's policies, procedures, and guidelines. We hope it will be a useful resource for you throughout the year. If you have any questions about these, please contact your Educational Coordinator or Site Administrator.

Acknowledgement: This document is available on Pivot's websites. The provisions in this document are designed to provide parents/guardians and students with information and guidance as to the procedures and rules of the school. The provisions are not a contract and impose no obligation on the school. The contents of this document may be changed as necessary at the school's discretion and, if changed, written notification of such changes will be provided to parents and students.

*** Note:** This document is searchable. Please click on any heading in the Table of Contents to navigate to the specified policy.

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Academic Success

Communicating with your Educational Coordinator

Parents/guardians must meet with their Educational Coordinators with their student face-to-face at the resource center at minimum monthly to review the student's progress. If a student is struggling with independent study, more frequent meetings may be necessary. It is the EC's responsibility to work with families and the administration to do whatever is possible to ensure the student's academic success. Parents must participate daily in their student's academic program and communicate frequently with their teachers. The primary focus of each student meeting is to review the student's work product and grades, evaluate potential truancy issues, and review completion rates and login activity. Please make sure to inform your EC of any phone number, email address, or physical address changes.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
    a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at Jgaskell@pivotcharter.org to obtain this information.

Online Schoolwork

Students may work from home through the online curriculum; however, it is significantly more difficult to do so since there is no face-to-face support from teachers and other staff at the Pivot who are on site at the resource center. It is important that students who wish to work primarily from home have the following:

- A designated, quiet space to work with strong internet connectivity
- A structured daily work schedule
- Strong study skills
- Frequent communication with their EC and ES, if applicable
- Daily support at home from a parent, guardian, or other adult

Students who work primarily from home must also:

- Reach out for help frequently
- Meet with their EC during assigned times on assigned days weekly
- Come to the resource center for state-mandated testing and other times throughout the year
- Attend workshops or other assistance such as office hours

Online Curriculum

Pivot Charter School has contracted with several online curriculum providers. To access online courses, students can go to the Student Resources section of the website for their particular school to find the links to all associated login pages. Pivot also utilizes Clever for single sign-on of their different curriculum.
In order to begin working in their classes, students will receive their usernames and passwords from their EC via

email once they have signed their Master Agreement. These usernames and passwords allow students to access their courses from any internet-capable computer.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Students are required to work in their courses every day school is in session. Students may also get ahead in their coursework and do extra work on non-school days for course credit, but school attendance cannot be claimed for that work. Students should be working on schoolwork equivalent to what would be completed at a traditional seat-based school. This requires the student to work between 5 and 7 hours a day depending on their grade level. If students are not completing the required number of assignments each day, they may be placed on Pivot's Multi-Tiered System of Support (MTSS) in order to support the student to be successful. Continued lack of work will cause the student to be considered truant.

Students should expect to work:

- 7 hours a day for a high school student for a total of 35 hours each week
- 5 1⁄2 hours a day for a student in grades 4 – 8 for a total of 27.5 hours each week
- 5 hours a day for a student in grades 1 - 3 for a total of 25 hours each week ❖ 4 hours a day for a student in kindergarten for a total of 20 hours each week

Policy on Completing all Assignments in a Course

At Pivot Charter School, a student must complete all gradable assignments in a course. Teachers may lock tests or quizzes until all previous assignments have been completed and submitted for grading. For students who repeatedly fail assignments, a teacher may request to see the student's notes or completed study guides prior to unlocking them.

Note: Requests for multiple attempts or resets on assignments are expected to be honored on a case-by-case basis for students with extenuating circumstances such as IEP, 504, illness/hospitalization, or other serious circumstances.

Supplemental Resource Center Program

The Pivot Charter School program is an independent study program, and the programs at the resource centers are supplemental to students' independent study/homeschool online program. Attending Pivot's resource center programs is beneficial to students' academic success as well as building community and a sense of social connectedness with students and staff.

All students are encouraged to attend Pivot's diverse in-person program offerings at its resource centers. These programs may fill up, in which case the student will be put on a waitlist. As other students leave a program, the school will randomly draw student names to fill those spaces. If you sign up for a program and your student does not regularly attend and the program is impacted, the student may lose their spot in that program. Parents/guardians will be notified when the student is at risk of losing their spot in any of our supplemental on-site programs.

While participating in any resource center programs, students are expected to abide by the school policies, respect each other and staff, and ensure a safe and productive environment for all. Students who do not abide by these policies will receive consequences based upon the infraction and may lose their opportunity to attend.

Resource Center / On-Site Policies

Supervision and Attendance

- In order to ensure safety and security, students need to stay inside the resource center at all times except when outside during supervised outside breaks and supervised transition times. If a student needs to exit the building for any reason, a teacher or other staff member will escort them.
- Students will be supervised at all times on campus and should not enter any rooms that do not have adult supervision.
- Only enrolled students may be in attendance at the resource center. If an administrator approved event is taking place that includes non-students then the appropriate approvals and/or permission slips are required in advance for each specific date or event.
- Supervision for drop off and pick-up is provided 15 minutes before program time and 15 minutes after. Students should not be picked up or dropped off outside of these times without notifying a teacher or administrator ahead of time in order to ensure student safety.
- The resource center programs are intended to support students. When a student commits to the program they are expected to attend as scheduled. If students are not going to attend on a given day, the parent/guardian must notify the resource center or the EC.

Off-Task Behavior

- Students must follow all site policies related to **cell phone** use, including keeping a phone out of site for the duration of resource center time. If a student ever needs to use a phone in case of emergency, a student can alert a teacher and be supervised in another location, away from the resource center floor, to do so.
- Students engaging in **off-task** or disruptive behavior, including repeated **cell phone or social media use,** while on campus will be redirected by a teacher
- Students should use the studen**t bathroom.** Only one student will be allowed in the bathroom or bathroom stall at one time. Students must follow all bathroom procedures, such as taking a bathroom pass.
- All **language** used at the resource center should be school appropriate and free from profanity.
- **No inappropriate web pages**, pictures, or content of any kind may be viewed or stored on school computers. This includes websites used to plagiarize or cheat on assignments.
- Students may not discuss **gangs** or gang related issues, nor wear gang related clothing or colors.
- Students must use **headphones** if listening to music, attending virtual meetings, or when engaged in the online curriculum.
- Students must follow the dress code policy while attending the resource center.

Suspendable or Expellable Offenses

The following behaviors, as well as others outlined in the suspension or expulsion policy are not permitted on Pivot:

- Bullying, cyberbullying, harassment, fighting, instigating fights, and intimidation are unacceptable behaviors at Pivot. See suspension and expulsion policies for more detail.
- Pivot Charter School is a drug and tobacco free environment: smoking or vaping in, around, or near the facility is strictly prohibited, regardless of age.

How we show our PIVOT P.R.I.D.E. on campus

PERSEVERANCE

- Know when breaks are coming and push yourself to stay on task until break time.
- Ask for help when you need it.
- Practice calming techniques when feeling stressed or overwhelmed.
- Keep a growth mindset, don't give up!



READINESS



- Have a specific goal to work toward each day.
- Look at the schedule to know which classes, events and programs to attend.
- Bring only what you need to succeed at school! (leave prohibited items at home.)

INCLUSIVITY

- Participate in clubs and activities.
- Show respect for others by maintaining a calm, quiet and safe learning environment.
- Address teachers and students by their preferred names and pronouns.
- Be welcoming to all in words, actions and attire (no gang-related or offensive clothing).



DEDICATION



- Be proactive by removing yourself from distractions, leaving your phone in your car or bag, or asking for help.
- Use organizational tools to stay up to date on due dates and complete assignments.

EXCELLENCE

- Do your best on every assignment by reading the studies, taking notes and answering all parts of the assignment as best as possible.
- Advocate for yourself and others.
- Challenge yourself and celebrate success.



Student Behavior Policy

All students at Pivot Charter School are required to behave in a way that is inclusive, respectful, safe, and school-appropriate.

By attending the resource center field trips, school sponsored activities, or entering any virtual school setting (workshops, office hours, homerooms, pep rallies), students are agreeing to abide by all behavior policies and expectations. Not abiding by policies and expectations or disrupting the learning of other students can result in consequences or disciplinary action. Disciplinary actions such as suspension or expulsion may result based on the nature of the incidents. See consequences below.

Consequences of Behavior Referrals:

1. If a student violates any of the policies listed above, staff will redirect the student and notify the parents of the behavior referral. The EC, parent, and student will work to develop a strategy to avoid the behavior violations in the future. If a behavior referral falls under the suspension and expulsion policy or the student poses a safety concern for themselves or others, the Site Administrator and Director of Student Services will be immediately notified.

2. If a student continues to repeat and/or escalate behavior violations and/or if a student refuses to comply with redirection given by a teacher or staff member
    a. The Site Administrator and Director of Student Services are notified of the situation. The student may be moved to a separate space.
    b. The parent will be notified about the behavior and next steps that may include meeting with administrators, assigned behavior lessons, restorative practices, and/or suspension/expulsion as appropriate.
    c. A behavior referral is created by the staff member who most directly witnessed the behavior and shared with the EC, Site Administrator, and Director of Student Services.
    d. A formal SST meeting is held with an Administrator, in some cases prior to the student returning to campus as decided by the Director of Student Services, to develop a plan to address the behavior using specific behavior interventions.

3. If behavior referrals persist despite intervention, students may be referred to virtual support only rather than attending the supplemental site-based program to meet the best interest of the student in achieving their academic goals. This determination will be made by a committee of Pivot Administrators. Families will be notified in writing of this determination and will have the right to request an appeal.

Please refer to the Suspension and Expulsion Policies for violations that could result in suspension or expulsion.

Academic Integrity, Plagiarism, and Time in Instruction Policies
(rev. July 2026)

Pivot Charter School views academic integrity and honesty as skills that students develop throughout their education. Our primary goal is to help students have meaningful and authentic learning experiences. If a student's study habits or writing is flagged for review, Pivot is committed to helping the student and their team learn better strategies to participate in independent study. We recognize that the skills required to successfully participate in independent study may be new to many students and that these skills, once developed, will continue to be useful to students in college, career, and any life-long learning endeavor.

As a general rule, Pivot requires that students complete their own original work. All students are required to complete written work on Google Documents in their student Google account. Students must share these assignments with their team for support and may be required to share assignments that may need additional review. Pivot will rely on reviewing the process by which a student completed their assignments, through Google Document history and time spent in instructional material.

Academic Honesty: In order to have meaningful learning experiences, students at Pivot Charter School display a high level of academic integrity and honesty in all writing, coursework, and in their independent study habits.This means that students will complete original work, provide proper citations where relevant, and spend appropriate time in instructional material. Pivot's first goal is to strive to help students learn the skills necessary for academic honesty and integrity, as independent study demands an even higher level of attention to these priorities than other settings. To support students, Pivot may require that students complete additional assignments around the topics of academic integrity, complete tests or quizzes in a proctored setting, meet with a staff member live to demonstrate understanding of topics, or share writing assignments for teachers to monitor a student's writing process. Students may be required to retake any assignment under the supervision of any instructional staff.

Academic Integrity: Pivot Charter School expects a full commitment to academic integrity from each of our students. By enrolling in Pivot Charter School a student is committed to academic integrity as follows:

- A student's work on each assignment will be completely their own. Collaboration with another classmate on any assignment will be pre-approved by an Educational Coordinator (EC) or Education Specialist (ES) and documented on the assignment itself or in notes to the grader.
- A student will not practice plagiarism in any form, including artificial intelligence in cases where it is not explicitly stated in the instructions or without the guidance of an Educational Coordinator.
- A student will not allow others to copy their work.
- A student will not misuse content from the Internet to complete assessments or tests and quizzes.
- A student will not use resources outside of the online curriculum to complete work, unless they are properly cited. In no cases should a student use websites that are designed for sharing work, such as Brainly or CourseHero. Students should not use generative artificial intelligence without the support of an Educational Coordinator and proper citation.
- A student will spend an appropriate amount of time in instruction. Time in instruction varies depending on the course and the assignment, but should generally be twice the time spent on the corresponding assessment (quiz or test).

The following components create a full picture of students' academic integrity and honesty:

- Spending a full school day on learning
- Spending an appropriate amount of total time in a course
- Spending an appropriate amount of time in instruction
- Completing authentic, original written work

Full School Day: Students are expected to spend between 5 - 7 hours on learning each day depending on their grade level, which can include:

- Total time spent in each online class, as seen on the Activities tab for that course

- Time spent outside of the curriculum, including working on Google or Word documents to complete writing (Practice assignments), attending Google Meetings (like virtual workshops)
- Time spent on offline activities (work experience, physical activity, or community service).
- Parents and guardians have the ability to view a student's activity and time in instruction through the Parent Portal. Parents and guardians are encouraged to enter offline activities onto their student's Learning Log in the Parent Portal.

Appropriate Total Time in a Course: The total time for a course can be seen at the top of the Activity Tab. A full, five credit course should take students between 30 and 60 hours to complete in the online curriculum system. Students will also spend time in addition to these hours working on writing and reading outside of the curriculum system. Following the overall course total, each day that a student has worked on the course can be viewed.

Appropriate Time in Instruction: At Pivot, we hold a philosophy of high expectations for our students. We know that students who spend time on instructional material are more successful in their coursework and are more likely to complete their courses on time. It is Pivot Charter School policy that students spend time in instruction, as well as assessment when moving through a course, as a part of Academic Integrity. If the student has already taken the course and is familiar with the material, then they may be eligible for a prescriptive course. If not they must move through the course as designed, including spending time in instruction, in order to earn credits for completing the course.

IF a student is spending less than 50% of their time in instruction (more than 50% of their time is in assessment) the following actions will be taken:

1. The student's Educational Coordinator will communicate the Academic Integrity policy to the student and family with screenshots of the current time being sent via email or text.
2. If the student continues not to spend enough time in instruction, an action plan will be created at the next family meeting that requires the student to spend at least 50% of their time in instruction. The Educational Coordinator will lock upcoming quizzes and tests until time in instruction is demonstrated. Notes may be required.
3. If the student continues not to spend enough time in instruction, a Student Support Team meeting will be held, and unit tests will be proctored. After proctoring for a period of time, ECs can release students back to independence, while continuing to monitor time in instruction.

Verification of Authentic, Original Written Work: The following steps describe the process that Pivot will undergo to verify the authenticity and originality of a student's written work in order to promote learning. Plagiarism is using others' words, phrases, or ideas without giving them credit. Even if you put another's ideas into your own words, you must still give them credit. Plagiarism can also take the form of copying the organization and/or sentence structure of another source. Plagiarism also includes using artificial intelligence tools without proper guidance and use. Plagiarism includes sharing your work either in person or online with other students with the intention of them copying it for their own credit. Plagiarism is intellectual theft, is unethical, and may have serious consequences at the college or university level. Staff will follow the steps below to support students:

In order to have meaningful learning experiences, students at Pivot Charter School display a high level of academic integrity and honesty in all writing, coursework, and in their independent study habits. This means that students will complete original work, provide proper citations where relevant, and spend appropriate time on instructional material. Pivot's first goal is to strive to help students learn the skills necessary for academic honesty and integrity, as independent study demands an even higher level of attention to these priorities than other settings. To support students, Pivot may require that students complete additional assignments around the topics of academic integrity, complete tests or quizzes in a proctored setting, meet with a staff member live to demonstrate understanding of topics, or share writing assignments for teachers to monitor a student's writing process. Students may be required to retake any assignment under the supervision of any instructional staff.

Artificial Intelligence (AI)

(rev. July 2026)

Artificial intelligence tools can be useful for a variety of tasks for both staff and students. These tools should be used according to the guidance below and with the awareness that AI tools may offer inaccurate information. Furthermore, AI tools should be used as additional support only after a student has worked to develop their own ideas.

- Staff should collaborate regarding new AI tools prior to use with students.
- Staff will not use student personal identifiable information when utilizing AI tools.
- Students may use AI tools **under the guidance of an EC** for tasks such as brainstorming, research, proofreading, or augmentation suggestions.
    - Students will make their own choices regarding which AI suggestions to implement on any writing assignment.
    - Students may not use AI tools to create an assignment in its entirety or to modify an assignment.
- If a student has been given permission to use AI for an assignment, all use of tools must be disclosed in the citation or acknowledgment section.

Inappropriate use of AI tools is considered academic dishonesty. Please refer to the Academic Integrity Policy for more detailed information.

Adult Students

When a student at Pivot Charter School turns 18 years old, their educational records are transferred to them under The Family Educational Rights and Privacy Act (FERPA).

Pivot Charter School staff will cease to communicate with parents of adult students at the time of their 18th birthday, unless a student provides consent to allow continued communication. This consent is provided on the Adult Letter of Consent Form and can be revoked by the adult student, in writing, at any time.

Adult students making satisfactory progress towards a high school diploma may remain enrolled through the day before their 22nd birthday. If an adult student has an individualized education program (IEP), then they may remain enrolled according to the chart below.

Student with IEP turns 22 during July, August, or September	Shall not be allowed to enroll for the upcoming school year
Student with IEP turns 22 during October, November, or December	Shall be allowed to remain enrolled until December 31 of that year
Student with IEP turns 22 during January, February, March, April, May, or June	Shall be allowed to remain enrolled until June 30, or the last day of school, of that year

Attendance and Certifiable Excused Absence Policy

At Pivot Charter School, we firmly believe that a strong partnership between families and the school is crucial for the development of our students. One of the fundamental pillars of a successful educational journey is regular attendance. Attending school consistently not only ensures that students gain knowledge and skills but also fosters a sense of responsibility, discipline, and commitment. We understand that life can sometimes present unexpected challenges, and absences may be necessary. However, it is vital to follow Pivot's absence policy to ensure that any missed days are appropriately documented and addressed. By adhering to this process, we can work together to support your child's academic progress while complying with the necessary regulations.

Our school's truancy process is designed to identify and address any attendance concerns promptly. It involves close communication between the school administration, teachers, and families. We also want to highlight the significance of excused absences. We recognize that there are legitimate reasons for students to be absent from school. It is important to notify the school about these absences in a timely manner. By doing so, we can ensure that your child's attendance records accurately reflect the reasons for their absence.

Attendance: In Independent Study, work product (completed assignments) and academic engagement equates to attendance. Lack of work product and lack of academic engagement equates to lack of attendance in school. Lack of attendance in school can be deemed truancy. It is the school's responsibility, per the California Education Code, to determine if it is in the best interest of the student to remain in independent study. Daily academic engagement with completion of assignments is imperative to remaining in Independent Study. Pivot recommends that students stay current with their assignments by following the due dates automatically generated by the curriculum systems.

Unless specifically cited in a student's individualized education plan (IEP), all students are expected to engage with their academics and complete their assignments every school day. Students must log in and work every day that school is in session, per the school calendar, in order to generate attendance. However, students are encouraged to work on weekends and holidays if they are behind in completing the classes necessary for promotion, but this work product can not be considered for attendance purposes. Please see the Multi-Tiered System of Support (MTSS) policy for steps the school will take to assist students in completing their work and in determining if students are considered truant.

Definition of a Truant Student
The California Legislature defines a truant student in very precise language. In summary, it states that a student, "... missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority." This classification and referral helps emphasize the importance of school attendance and is intended to help minimize interference with instruction. The Education Code section that defines a truant reads as follows:

> *(a) A pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.*

The law allows for schools to determine how to implement truancy laws. Pivot has a very clear policy for truancy and how we determine whether independent study is an appropriate educational placement for the student. However, the Education Code also stipulates that there are some reasons for **EXCUSED** absences where the student would not be considered truant.

Certifiable Excused Absence

Summary of Reasons for Excused Absences at Pivot Charter Schools (Ed Code 48205):

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural ceremony or event.
12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
    a. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school-day-long absence per school year.
    b. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
13. (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has been killed due to an act of force committed by another person, or has died of any other cause, so long as the absence is not more than three days.
        i. To access services from a victim services organization or agency.
        ii. To access grief support services.
        iii. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
    b. Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
14. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
    a. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is

absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

b. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
c. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments

For purposes of this section, the following definitions apply:

1. A “civic or political event” includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
2. “Cultural” means relating to the practices, habits, beliefs, and traditions of a certain group of people.
3. “Immediate family” means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
4. “Victim services organization or agency” has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

Certifying Excused Absences at Pivot Charter School: Students who are absent for any of the above reasons, must provide written documentation of the reason for the absence for it to be considered an excused absence. In most of the above-mentioned cases, the absences are short term. In the case of the student being sick at home, hospitalized or in a treatment center, the following requirements apply.

The parent/guardian must provide a written memo from the attending physician of the student specifying that the student is too ill to participate in school. The memo must include:

1. The start and end date of the illness or expected time period the student will be absent and can not participate in school activities. This memo must be signed and placed in the student’s file for review by all Pivot staff.
2. OR the start date of the student’s illness wherein they cannot participate but with no end date. A memo with no end date MUST be submitted every 30 calendar days to the Educational Coordinator and will be maintained in the student’s file for review by all Pivot personnel.

Once the physician has written a certified excused absence memo that stipulates that the student CANNOT attend school, all courses and access to the curriculum will be CLOSED immediately. If a parent or student requests access, the doctor must provide a revised certification of absence demonstrating that the student is permitted to “attend school” and to what extent.

Special Education Students with Certified Excused Absences: For students whom a doctor has determined cannot attend school, and who have an active IEP, an IEP meeting MUST be held within 5 school days to draft an IEP amendment reflecting the new circumstances. For students who qualify for special education, whose doctor has specified they may participate in SOME schooling each week, the IEP team will amend the IEP to reflect a proportional amount of services according to the doctor's suggestion. If a student qualifies for medically excused absences and has provided Pivot with the above doctor’s certification, truancy procedures may not be initiated, and the teacher of record will determine that the student is “excused” in our attendance system.

Students with Mental Health Challenges: Students who have received a certified excused absence memo for mental health reasons may not be permitted to re-engage in school without a release from the doctor stipulating that the student may re-engage in an online system, and a safety meeting must be held prior to the student resuming school work.

Cal Grant Program Notification (AB 469)

Pivot is required by state law to submit the Grade Point Average (GPA) of all high school seniors by October 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt out. No later than January 1 of each student's 11th-grade academic year, Pivot shall provide written notice to the student and, for students under 18 years of age, to the student's parent or guardian, that the student will be deemed a Cal Grant applicant unless the student opts out within the period specified in the notice. The notice period shall be at least 30 days and shall identify when Pivot will first submit the student's GPA to CSAC and the applicable October 1 submission deadline

California College Guidance Initiative (CCGI)

Pivot Charter Schools participates in the **California College Guidance Initiative (CCGI)** through **CaliforniaColleges.edu**, California's official college and career planning platform.

As part of this partnership, Pivot Charter Schools shares certain student **Education Records and Student Data** with CaliforniaColleges.edu to provide students with college and career planning resources and services. CCGI is designated as an outsourced provider of institutional services and a **"school official" with a legitimate educational interest** in student records, as permitted under the Family Educational Rights and Privacy Act (FERPA).

The information provided to CaliforniaColleges.edu may be used to support students with:

- Academic planning and course planning;
- College and career exploration;
- CSU and UC eligibility planning and analysis;
- College application preparation and tracking;
- Community college application services;
- UC and CSU application processes, including the use of student course information to support applications;
- Financial aid and college financial-aid application processes; and
- Other college and career planning services available through CaliforniaColleges.edu.

For students participating in transcript-informed CCGI services, information shared with CCGI may also be transmitted by the student to institutions of higher education for purposes of admissions and academic placement and to the California Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

CCGI maintains and processes Education Records and Student Data on behalf of Pivot Charter Schools and provides services designed to support students' transitions to college and career opportunities. These services include access to UC and CSU eligibility information, college application tools, application tracking, and financial aid resources.

Student information shared with CCGI is subject to applicable federal and state privacy and security requirements. Pivot Charter Schools is responsible for complying with applicable laws regarding the privacy and security of Education Records and Student Data, while CCGI is responsible for maintaining and processing the information on behalf of Pivot in accordance with the agreement and applicable requirements.

Students and families who have questions about CCGI, CaliforniaColleges.edu, or the use of student information may contact Pivot Charter Schools or their student's Academic Counselor.

CalKids Program

California Kids Investment and Development Savings Program (CalKIDS)

Starting in the 2025–26 school year, California state law requires schools to share information regarding the **CalKIDS program**, a state-funded initiative designed to jumpstart college savings for California youth.

Administered by the ScholarShare Investment Board, CalKIDS automatically establishes tax-advantaged college savings accounts for eligible students.

- **Newborn Eligibility:** All children born in California on or after July 1, 2022, receive up to $175.
- **Public/Charter School Student Eligibility:** Eligible low-income public school students, including English Learners, automatically receive state-funded seed deposits ranging from **$500 to $1,500** in their accounts.

How to Claim Your Account:

The state automatically creates these interest-bearing accounts under the student's name, but families must register online to claim and view the funds. To activate your account, visit CalKIDS.org and click "Register". You will need your student's 10-digit **Statewide Student Identifier (SSID)**, which can be found on their official transcripts or by contacting your student's Educational Coordinator.

Cell Phone Policy

Pivot North Bay Cell Phone Policy:

Pursuant to Education Code 48901.7., the governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school. The following is Pivot North Bay's cell phone policy:

Students may not use their phones while on site. If students bring phones to school, they can check them into the locked cabinet when they arrive and check them out when they leave.

A pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

1. In the case of an emergency, or in response to a perceived threat of danger.
2. When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.
3. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
4. When the possession or use of a smartphone is required in a pupil's individualized education program.

The personal use of cellular devices or other electronic devices will be allowed on the Pivot North Bay Campus within the following parameters:

- SmartPhone/Cell Phone: Students must place phones in designated holders in classrooms. Students may access them after dismissal only. If a phone is seen or heard during a prohibited time or is a nuisance, it is subject to progressive discipline.
- Smartwatches: Allowed for all students provided they are not a distraction, nuisance, or make noise. Watches should be in "school mode" to limit temptation and distraction. If watches are a nuisance or a distraction, they are subject to progressive discipline.
- EarBuds/Ear Phones/AirPods: Allowed in class at teacher discretion for legitimate educational purposes such as listening to the curriculum on their computer and after dismissal. However, no listening devices can be used with student phones.
- Students understand that administrators/staff members have the right to require students to place their electronic devices in the designated holders at any time. Students are expected to promptly and respectfully comply. If the student chooses not to comply, administrators and/or student advisors will be notified, as well as the parent/guardian, and progressive discipline will follow.
- Students may use their personal electronic devices on campus after dismissal, as long as they are not compromising school safety, videoing others without permission, or playing loud or obscene music.
- Pivot North Bay accepts no responsibility for the theft of electronic devices and listening materials. Students are advised that school administration may not conduct investigations into the loss of a cell phone. Students bring them at their own risk.
- No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Pivot North Valley Cell Phone Policy:

Pursuant to Education Code 48901.7., the governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school. The following is Pivot North Valley's cell phone policy.

Students may not use their phones while on site. If students bring phones to school, they can check them into the locked cabinet when they arrive and check them out when they leave.

A pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

1. In the case of an emergency, or in response to a perceived threat of danger.

2. When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.
3. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
4. When the possession or use of a smartphone is required in a pupil's individualized education program.

The personal use of cellular devices or other electronic devices will be allowed on the Pivot North Bay Campus within the following parameters:

- SmartPhone/Cell Phone: Students must place phones in the designated holder in the lobby. Students may access them after dismissal only. If a phone is seen or heard during a prohibited time or is a nuisance, it is subject to progressive discipline.
- Smartwatches: Allowed for all students provided they are not a distraction, nuisance, or make noise. Watches should be in "school mode" to limit temptation and distraction. If watches are a nuisance or a distraction, they are subject to progressive discipline.
- EarBuds/Ear Phones/AirPods: Allowed in class at teacher discretion for legitimate educational purposes such as listening to the curriculum on their computer and after dismissal. However, no listening devices can be used with student phones.
- Students understand that administrators/staff members have the right to require students to place their electronic devices in the designated holder at any time. Students are expected to promptly and respectfully comply. If the student chooses not to comply, admin and/or student advisors will be notified, as well as the parent/guardian, and progressive discipline will follow.
- Students may use their personal electronic devices on campus after dismissal, as long as they are not compromising school safety, videoing others without permission, or playing loud or obscene music.
- Pivot North Valley accepts no responsibility for the theft of electronic devices and listening materials. Students are advised that school administration may not conduct investigations into the loss of a cell phone. Students bring them at their own risk.
- No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Pivot San Diego Cell Phone Policy:

Pursuant to Education Code 48901.7., the governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school. The following is Pivot San Diego's cell phone policy.
To create a focused, respectful, and productive learning environment, students are expected to follow the cell phone and electronic device expectations outlined below.

A pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

1. In the case of an emergency, or in response to a perceived threat of danger.
2. When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.
3. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
4. When the possession or use of a smartphone is required in a pupil's individualized education program.

Cell Phone Use During School

- Students may use their cell phones before 9:00 a.m., during the designated break from 10:15–10:30 a.m., and after school.
- Once class begins, all cell phones must be turned off or silenced, placed inside the student's backpack or bag, and kept completely out of sight.
- Cell phones may not be kept on desks, in pockets, or otherwise visible during instructional time.

- Students are expected to remain focused and engaged during class and follow all staff directions regarding electronic devices.

If a Phone Is Seen During Class

If a teacher or staff member sees a cell phone during instructional time:

1. The student will be asked to place the phone in the designated clear phone pouch located behind the teacher's desk.
2. The phone will be secured and returned to the student at 12:00 p.m.
3. Students are expected to comply with this direction promptly and respectfully.

Electronic Device Expectations

Administrators, teachers, and staff members have the right to require students to place cell phones or other electronic devices in the designated storage holders when necessary to maintain a safe, focused, and productive learning environment.

Students are expected to promptly and respectfully comply with all reasonable staff directions regarding electronic devices.

Failure to Comply

If a student chooses not to comply with a staff member's direction regarding an electronic device:

- The administrator and/or Student Advisor will be notified.
- The parent/guardian may be contacted.
- Progressive discipline will be followed in accordance with Pivot San Diego's student expectations and disciplinary procedures.

Our goal is not to take phones away from students, but to ensure that technology does not interfere with learning, participation, or the positive school environment we are building together.

Pivot Riverside Cell Phone Policy:

Pursuant to Education Code 48901.7., the governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school. The following is Pivot Riverside's cell phone policy.

To create a focused, respectful, and productive learning environment, students are expected to follow the cell phone and electronic device expectations outlined below.

A pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

1. In the case of an emergency, or in response to a perceived threat of danger.
2. When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.
3. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
4. When the possession or use of a smartphone is required in a pupil's individualized education program.

Cell Phone Use During School

- Students may use their cell phones before 9:00 a.m., during the designated break from 10:20–10:40 a.m., and after 12:00 p.m.

- Once class begins, all cell phones must be turned off or silenced, placed inside the student's backpack or bag, and kept completely out of sight.
- Cell phones may not be kept on desks, in pockets, or otherwise visible during instructional time.
- Students are expected to remain focused and engaged during class and follow all staff directions regarding electronic devices.

If a Phone Is Seen During Class:

If a teacher or staff member sees a cell phone during instructional time:

1. The student will be asked to place the phone in the designated clear phone pouch located behind the teacher's desk.
2. The phone will be secured and returned to the student at 12:00 p.m.
3. Students are expected to comply with this direction promptly and respectfully.

Electronic Device Expectations

Administrators, teachers, and staff members have the right to require students to place cell phones or other electronic devices in the designated storage holders when necessary to maintain a safe, focused, and productive learning environment.

Students are expected to promptly and respectfully comply with all reasonable staff directions regarding electronic devices.

Failure to Comply

If a student chooses not to comply with a staff member's direction regarding an electronic device:

- The administrator and/or Student Advisor will be notified.
- The parent/guardian may be contacted.
- Progressive discipline will be followed in accordance with Pivot San Riverside's student expectations and disciplinary procedures.

Our goal is not to take phones away from students, but to ensure that technology does not interfere with learning, participation, or the positive school environment we are building together.

Staff/Student Interaction Policy

Pivot Charter School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of Pivot Charter School personnel in interacting with students:

A. Examples of PERMITTED actions (NOT corporal punishment)
   1. Stopping a student from fighting with another student;
   2. Preventing a pupil from committing an act of vandalism;
   3. Defending yourself from physical injury or assault by a student;
   4. Forcing a pupil to give up a weapon or dangerous object;
   5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
   6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)
   1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
   2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
   3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all Pivot Charter School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a Pivot Charter School administrator. All reports shall be as confidential as possible under the circumstances.

It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors
The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Using terms of endearment instead of a student's name (e.g., Honey, Sweetheart, Baby).

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

These behaviors should rarely occur and only be exercised when there is a legitimate educational need and the staff member has gained parent and supervisor permission before any such occurrence.

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home
(d) Meeting a student or their family at their home or the home of the staff person.

Cautionary Staff/Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence:

(a) Remarks about the physical attributes or development of anyone.

(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone, and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to School technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or Coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives, and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Community College Policy

(CA Ed Code § 48980.6): Pivot Charter School provides students in grades 7 to 12 with information regarding advanced scholastic pathways. Please note that Pivot Charter School does not directly host or offer International Baccalaureate (IB) courses. However, Pivot actively supports individual concurrent and dual enrollment pathways through local California Community Colleges as detailed below.

Pivot Charter School supports students who want to concurrently enroll at a local community college and take college classes. Pivot encourages students to complete two college courses while in high school. Your Educational Coordinator (EC) can assist in connecting students to Pivot's Academic Counselor. Pivot and the College Counselor provide oversight to students by encouraging students to participate in college courses, providing support in choosing a course, adjusting students' high school coursework, supporting students in connecting to resources to help them succeed in their course, and organizing appropriate documentation to apply the students' coursework to their high school transcript. Students will also have a course added to their Pivot dashboard, where they will submit weekly logs to track progress and provide attendance documentation.

It is important to note that some junior colleges have age, Grade Point Average (GPA), or other requirements for enrollment. Additionally, concurrent enrollment at a local community college is often tuition-free, and only a small health service or other fee is required. Community colleges may also impose restrictions on how many credits a student can attempt during each semester at their school. Please contact your local community college for more information.

Once the courses are completed, the student must provide the Pivot Charter School Registrar or Academic Counselor with an official copy of the college transcript if they want the course to be applied to their high school transcripts. The Registrar or Academic Counselor will add the college courses that are successfully completed to the student's report card and transcript.

Community College Credits

Please note, only fully completed College courses will award high school credits. Partial college class completion will award no credits.
Community college course credit may be transferred to Pivot Charter School as follows:

- 4-5 unit community college class = 10 credits at Pivot Charter School
- 3 unit community college class = 10 credits at Pivot Charter School
  If the course fulfills one year's worth of coursework, it will equal 10 credits. *Check with Pivot's Registrar or Academic Counselor to see if the course would fulfill 5 or 10 credits*
- 2 unit community college class = 6.66 credits at Pivot Charter School
- 1.5 unit college class = 5 credits at Pivot Charter School
- 1 unit college class = 3.33 credit at Pivot Charter School

Note: A 1-1.5 unit college PE class may count for 2.5 credits at Pivot Charter School

Community Service Policy
(rev. October 2026)

High school students may complete community service for every year that they are enrolled at Pivot. Community Service credits must be completed by submission of properly documented and approved community service hours. Students are eligible for 2.5 credits for every 20 hours completed, for a maximum of 20 total credits on a Pivot student's high school transcript. Community service includes volunteer work for a non-profit or community organization. Examples include: volunteering at a food bank, animal shelter, or park cleanup. Paid work or jobs that benefit an individual, like walking a neighbor's dog, babysitting a friend's children, or doing yard work for a relative, are not considered for community service credits.

Community Service shall:

- Be graded as a Pass/Fail course
- Be documented using Pivot's Community Service Form, available in the online curriculum, and uploaded to the student's Community Service course.

All community service hours must be submitted by the last day of school to count for that school year.

Students may submit hours completed over the summer, and these hours can be counted in the Fall semester. Students can submit summer community service hours to their educational coordinator.

If any student is unsure of what may count for community service, it is advised that they speak with their EC beforehand.

Third-Party Organizations and Volunteer Activities: Students who choose to participate in community service or volunteer activities with outside organizations do so independently of Pivot Charter School. Pivot does not endorse, supervise, or control these organizations or their activities and is not responsible for the actions, policies, safety practices, or services of any third-party organization. Students and their parents/guardians are responsible for evaluating volunteer opportunities and determining whether an organization and its activities are appropriate for the student.

Course Completion, Credits, and Grades Policies
(rev. October 2026)

Pivot students will be offered a range of study and placed in courses based on Pivot's template schedules. All changes may be requested through the Registrar. Pivot courses will be open for either a full semester (15 - 18 weeks) or for one quarter (7-8 weeks). It is recommended that students follow the recommended due dates in courses; however, late work will be accepted until courses are closed. Students must always follow Pivot's Academic Integrity policies.

Courses will be considered complete on the date they are due. All incomplete assignments will be given the score of 0. The resulting grade will be the final grade for the course. If students finish their assigned quarter coursework before their due date, they will have the opportunity to finish unfinished coursework or get an early start on future classes.

Once a course has closed, the Pivot Charter School EC will assign a final grade for the course. ECs will follow the Grading Scale below. Pivot Charter School ECs may round final grades up following traditional rounding rules. If the digit in the tenths place of the grade percentage is 5 or above, the EC may round up if it changes the final course grade. For example, 69.5% may be rounded up to a final C- grade. Students who do not meet the 60% threshold for a passing grade will be encouraged by their EC to redo assignments in order to bring up their final grade, so that the student will not have to retake the course over again from the beginning. Students working to reach A-G requirements for UC and CSU admission must earn a grade of C- or better. Therefore, classes with D grades would have to be repeated.

Grading Scale
A+ 98% – 100%
A 93% – 97%
A- 90% – 92%
B+ 87% – 89%
B 83% – 86%
B- 80% – 82%
C+ 77% – 79%
C 73% – 76%
C- 70% – 72%
D+ 67% – 69%
D 63% – 66%
D- 60% – 62%
F 0% – 59%

No credit will be given for courses with a final grade below 60%

If a student does not pass a class with a 60% or higher, no credits will be granted, an F grade will be posted on the transcript, and the course will be repeated if necessary for graduation. Students who fail a course are responsible for working with their EC to be re-enrolled in the course.

Full and Partial Credits: Pivot grants high school students either 2.5 credits for completion of work equal to 1/4 of a yearlong course (half of a semester) or 5 credits for completion of work equal to 1/2 of a yearlong course (one semester). Pivot does not give partial credit for less than a quarter of a year's worth of work unless the student is classified as a highly mobile youth (e.g. foster, homeless, or other classification), or if the student needs partial credits to complete a course attempted prior to attending Pivot. Students who enroll mid-semester may be enrolled in a partial course or a prescriptive course by their EC, as indicated by the Registrar, allowing the student to enter the course as close to where they left off as possible.

Extra Credit Policy: Students can earn extra credit in courses in various ways, like participating in instructional opportunities.

Dropping a Course: In some situations, a student may be able to drop a course, and it will not appear on the transcript. Students and families should work with their teacher and the school registrar. Most often, this occurs when students select a course to replace the dropped course. In such a case, the dropped course will not be expected to be completed.

If a student needs to retake a course that received an F in the prior year, the student may receive credit for the assignments in the course which were previously completed with a passing grade.

Accelerated Advancement

In addition to the criteria listed in Pivot Charter School's Promotion and Retention policy, further requirements must be met before any student will be allowed to progress through coursework or grade levels ahead of schedule.

K-8 Students: For K-8 students, accelerated advancement includes beginning 2nd semester courses before 2nd semester begins, beginning courses from the next grade level before the current school year ends, and/or being promoted to a grade level higher than what is chronologically expected.

High School Students: For high school students, accelerated advancement includes students who are on track for graduation attempting more than 40 credits in a semester (in an effort to graduate early, for example). Any high school student wishing to attempt more than 40 credits in a semester must work with their EC to complete a Request for Credit Limit Waiver Form and earn administrative approval prior to starting accelerated coursework. Only students who have a track record of successfully working independently with academic integrity and completing all assigned work will be permitted to attempt credits in excess of 40 per semester. A successful track record is defined as at least two consecutive semesters (30 credits per semester) of completing all courses with a 70% grade of "C-" or higher.

In order to be approved to progress ahead of schedule, any K-12 student must:

- **Earn a final grade of 80% B- or higher in all of the currently assigned courses.**
- **Complete all courses with no zeros or skipped work.**
- **Demonstrate standards mastery and readiness for the next courses or grade level on a school-proctored i-Ready session.**
- **Have a record of appropriate study habits, in line with Pivot's Academic Integrity Policy.**
- **Work with the EC to obtain written administrative approval before beginning the next set of courses or the next grade level.**

Additional requirements may be needed for students who do not have a successful track record, who have been enrolled at Pivot for less than two semesters, or who do not submit this form well in advance of completing 40 credits in a semester. Additional requirements include but are not limited to: proctored assignments/exams and review of student notes and study materials.

It is important to note that while a K-8 student may sometimes be allowed to work on content from advanced grade levels in order to support academic progress, this does not necessarily mean that the student will be officially promoted early. Some students wishing to progress ahead of schedule will also be asked to participate in a social-emotional evaluation to ensure they are not only academically prepared to advance, but also developmentally ready for advanced coursework and concepts.

Pupil Promotion and Retention (PPR) Policies and Decision Making

Pivot Charter School will promote students each year to support academic progress and on-time graduation. Instead of retaining students, Pivot Charter School will create plans to build academic skills that have been missed along a student's educational path. Students will also be required to complete remediation lessons in their grade-level courses in math and reading to build skills in these areas until they reach grade-level skills. In rare instances, parents may request, in writing, that their student be retained. The request must be sent to the Executive Director for approval.

Graduation Policy and Requirements

Pivot Charter School uses the following Graduation Requirements. Graduation planning should begin early in a student's educational career. Each semester, ECs will evaluate their students' goals, successes, and strengths. Students must complete all required courses prior to the end of their senior year in order to participate in the graduation ceremony. If a student fails courses required for graduation, then they may not participate in the graduation ceremony.

It is advisable that students complete all required courses at least one (1) week before the graduation ceremony date in order to confirm the student has completed all necessary requirements for high school graduation. All graduating high school students must get final approval from Pivot's Registrar or Academic Counselor before participating in the graduation ceremony. Designated Pivot staff will confirm high school credit requirements are met for graduation, and the Site Coordinator will confirm that all school property has been returned. Students who graduate during the summer or mid-year may participate in the upcoming graduation ceremony that same school year in June.

Approved University of California A-G Courses:
Pivot Charter School offers many A-G approved courses. Completion of A-G requirements makes students eligible to enroll in a California State University or University of California institution upon graduating from high school. See a list of A-G courses below:
Pivot Charter School North Bay: https://hs-articulation.ucop.edu/agcourselist/institution/5313
Pivot Charter School North Valley II: https://hs-articulation.ucop.edu/agcourselist/institution/5309
Pivot Charter School Riverside: https://hs-articulation.ucop.edu/agcourselist/institution/5310
Pivot Charter School San Diego II: https://hs-articulation.ucop.edu/agcourselist/institution/5311

Students with an Individual Education Program
According to California Education Code, before a pupil commences grade 10, the pupil's individualized education program (IEP) team shall determine and notify the parents or guardians of the pupil of whether the pupil may be eligible to graduate pursuant to the exemption described in this section.

Progress Reports, Report Cards, and Transcripts

Progress Reports: Formal progress reports are available by request, but students, parents, and guardians can also access grades and course completion information directly through the Parent Portal. Contact your Educational Coordinator (EC) if you have any questions regarding accessing student information in the curriculum systems.

Report Cards: Official report cards will be provided at the end of each semester.

High School Transcripts: An official high school transcript must be requested at least two weeks prior to the date that it is needed. A student or parent/guardian may request a transcript in writing. If the transcript is to be sent officially to another school or university, the address of the institution must be included.

Summer School Policy

The offering of summer school is determined on a year-by-year basis. Students may be required to apply to participate in summer school and meet various criteria. Summer school requires a greater level of independence, as there are generally less staff members and resources available to support students. There will be no site-based supplemental program for summer school. All communication will be done virtually. Summer school ECs will be available to offer clarification, reset assignments, and unlock tests. Not all courses will be offered during the summer. Those who demonstrate the ability to work well during summer school may be able to complete up to ten (10) credits, or two (2) semester long courses total.

Grading of Student Work

Pivot Charter School utilizes an online curriculum for a majority of its courses. Below are the policies for which assignments will be graded and student work evaluated.

Computer-Scored Quizzes and Tests: Many of the courses have computer-scored quizzes and tests. For a majority of courses, if a student fails a computer-scored quiz or test, it will be locked, and they will need to ask their EC to either unlock it for them so that they can retake it for a better grade. The student's EC may ask for notes or study guides and require that the student take any of these retakes in a proctored environment, depending on the individual student's situation.

Student Written Work: All courses require students to complete and submit written work. If there is written work in a course, students will not be allowed to move forward in a course until each written assignment is completed. If a student has not completed a written assignment, their course will be locked, and the student's EC will ask them to go back and make sure all written work has been submitted appropriately before they are allowed to move forward in the course.

Written Work Policies: Blank Assignments: Students must not submit blank assignments in order to bypass the requirement of completing written assignments. Blank assignments will receive a score of zero, and repeated offenses of blank assignment submissions may prevent a student from earning credits in the course.

Written Work Policies: Unrelated Assignments: Students must not submit unrelated assignments in order to bypass the requirement of completing written assignments. Unrelated assignments could be assignments submitted from a different course, different unit, or different assignment in general from what is expected for that submission. Unrelated assignments will receive a score of zero, and repeated offenses of unrelated assignment submissions may prevent a student from earning credits in the course.

Written Work Policies: Google Doc Links: Submitted written assignments must be in Microsoft Word, PowerPoint, or PDF format. Links will not be accepted, and the student will receive a score of zero and be asked to resubmit the assignment in the proper format. Exceptions to this policy are students submitting photos or audio or video files required in the assignment.

Written Work Policies: Headers: All written student work must contain the following in order to be scored for full points: Student Name, Title of Course, and Title of Assignment. If this information is not included on the assignment (usually located at the top of the assignment), then the student will incur a 10% penalty. The student may resubmit the work with the proper header to regain those lost points. Many assignments load with this information already populated for the student; however, some assignments do not, and it is up to the student to make sure that this information is on the assignment prior to submission.

Written Work Policies: Plagiarism: Plagiarism is using another's words, phrases, or ideas without giving them credit. Even if you put someone else's ideas into your own words, you must still give them credit. Plagiarism is intellectual theft and is unethical. Pivot Charter School has a plagiarism policy that can be found on the Academic Honesty, Integrity, and Plagiarism page. Please reference that page for the full policy. In summary, all student work should be their own. If a student is found to have plagiarized an assignment (including using generative artificial intelligence without proper guidance), they will receive a zero, and an academic integrity report notification will be written. Multiple incidents of plagiarism may result in additional consequences such as an F grade in the course or a formal suspension.

Communicating with Graders: All work must be submitted for grading within the curriculum system. Students must not email graders directly with work to be graded. If a student wishes to communicate generally with a grader, they can email them through their Pivot email address. Students are encouraged to use their Pivot email addresses when

communicating with graders, as it makes it easier for graders to identify them and will result in a quicker response. All graders also have weekly tutoring appointments for students. Students are encouraged to attend these appointments if they have any questions or need assistance with assignments.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach, ensuring students and families are educated on the deadly consequences of recreational drug use.
A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch can be found here.

Dispute Resolution Policy

Pivot Charter School has confidence in the competency and professionalism of its staff. However, if the school is not measuring up to parent or guardian expectations, we would like to know about it. We cannot fix what we do not know about. Pivot Charter School encourages open and respectful communication from individuals and groups within the community regarding compliments, suggestions, questions, and complaints about any part of the school program or any employee of Pivot Charter School. Pivot Charter School uses this information to effect improvement and positive change in our program whenever possible. This dispute resolution process provides parents/guardians, students, and volunteers who have a grievance concerning the school with a procedure to follow to have the grievance heard by staff. If it cannot be resolved at this level or with the Executive Director of Roads Education Organization, the dispute resolution process allows it to be heard by the Governing Board at a regularly scheduled Board meeting.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with any matter related to the program, school, or staffing. Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with an administrator to attempt further resolution.

If your complaint concerns alleged violations of federal or state laws, unlawful discrimination, harassment, intimidation, or bullying, please refer to our **Uniform Complaint Procedure (UCP)** section below.

If your complaint involves unfair treatment or exclusion during the registration, lottery, or enrollment process, please follow the **Enrollment Discrimination Complaint** procedure section.

For all other everyday concerns, including disagreements regarding classroom instruction, general student behavior, or staff or operational matters, please see the **General Complaint Procedure** section.

Uniform Complaint Procedure

Pivot Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

Pivot Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. Unlawful discrimination, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any Pivot program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- ❖ Foster and Homeless Youth Services
- ❖ Consolidated Categorical Aid Programs
- ❖ Career Technical and Technical Education and Training Programs
- ❖ Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- ❖ Economic Impact Aid
- ❖ Tobacco-Use Prevention Education

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- ❖ A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- ❖ A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- ❖ A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- ❖ A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

NAME: Jayna Gaskell
TITLE: Executive Director
ADDRESS: Roads Education Organization 1350 E 9th Street Chico CA 95928 TELEPHONE: 530-550-7616

Complaints alleging discrimination, harassment, intimidation, or bullying must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Executive Director or their designee in writing.

Complaints will be investigated, and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the PCS's procedures.

The complainant has a right to appeal Pivot's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of Pivot's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of Pivot's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge online:
Pivot Charter School North Bay: https://www.pivotnorthbay.com/policies-documents/
Pivot Charter School North Valley: https://www.pivotnorthvalley.com/policies-documents/
Pivot Charter School Riverside: https://www.pivotriverside.com/policies-documents/
Pivot Charter School San Diego: https://www.pivotsandiego.com/policies-documents/

For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Enrollment Discrimination Complaint

If you believe you or your student were discriminated against in the enrollment process and prevented from enrolling or were encouraged to disenroll according to the information below, please complete this Complaint Form and submit it to Pivot Charter School's authorizer at their address below.

California Education Code Requirements:

California Education Code (EC) Section 47605(d)(4) (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC) states the following:

A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:

- Academically low-achieving
- Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
- English learner
- Ethnicity
- Foster youth
- Homeless
- Nationality
- Neglected or delinquent
- Race
- Sexual orientation
- Pupils with disabilities

A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).

This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

If you have questions about completing this form, please contact the Charter Schools Division by phone at 916-322-6029 or via email at charters@cde.ca.gov.

In order to submit a complaint, complete the Enrollment Discrimination Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

- **For Pivot Charter School North Bay:** Santa Rosa High School District, 110 Stony Point Road, Suite 210, Santa Rosa, CA 95401. Phone: 707-890-3800
- **For Pivot Charter School North Valley:** Chico Unified School District, 1163 E 7th Street, Chico, CA 95928 Phone: 530-891-3000
- **For Pivot Charter School Riverside:** Riverside County Office of Education, Attn: Charter Schools Unit, 3939 Thirteenth Street, Riverside, CA 92501. Phone: (951) 826-6677
- **For Pivot Charter School San Diego:** San Marcos Unified School District, 255 Pico Ave., Suite 250, San Marcos, CA 9206. Phone: (760) 752-1231

General Complaint Procedure

Parents/guardians or students who disagree with the established rules on conduct, policies, procedures, or practice can express those concerns directly to their EC or Site Administrator. No parent/guardian will be penalized, formally or informally, for voicing a grievance or complaint with Pivot Charter School in a reasonable, business-like manner, or for using this dispute resolution process. Pivot Charter School requests that parents/guardians and students first attempt to resolve concerns at the site level with their teacher, EC, or Site Administrator before bringing a concern to the Executive Director of the not-for-profit corporation, Roads Education Organization, that oversees Pivot Charter School.

The Site Administrator is the official representative between parents/guardians and the Executive Director. The Executive Director is the official representative between the schools and the Governing Board. Any administrator is accessible and ready to hear suggestions, concerns, and complaints. Pivot Charter School cannot act on any problem unless it is aware of it, so we request that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to all parties' complete satisfaction, effort will be made on behalf of Pivot Charter School and its staff to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and explore all aspects of the issue at hand. Through this process, parents, guardians, teachers, and management will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of Pivot Charter School and will directly benefit the students. Pivot Charter School will strive to provide such an atmosphere at all times. Parents/guardians are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their student is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.
2. If they are unable to resolve the issue at this level, the grievant should then contact the Site Administrator to make an appointment to discuss the issue as soon as possible.
3. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be stated in written format specifying the problem to the fullest extent possible and any remedies sought. It should also include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, an administrator, and any other related parties. The request for the meeting is to be delivered to the Site Administrator or designee who, unless sick or out of town, will meet with the grievant within ten (10) working days of receiving the written request.
4. Following any necessary investigation, the Site Administrator shall prepare a written response to the grievant no later than ten (10) working days from the date of the meeting, unless, for good cause, additional time is required for the response.
5. If the matter cannot be resolved by the Site Administrator, the grievant may request a meeting with the Executive Director or designee. The Site Administrator will present all materials from prior meetings to the Executive Director or designee. The request for the meeting must be delivered to the Executive Director, who, unless sick or out of town, will meet with the grievant within ten (10) working days of receiving the written request.
6. Following any necessary investigation, the Executive Director shall prepare a written response to the grievant no later than ten (10) working days from the date of the meeting, unless, for good cause, additional time is required for the response.
7. If the matter cannot be resolved at the Executive Director level, the grievant may request to have the matter properly placed upon the agenda for the next regularly scheduled Board meeting. All applicable laws of the Brown Act will apply.
8. The Governing Board meeting calendar can be found on the school's website. A hearing of any evidence to be presented concerning the grievance will be heard by the Board. At the hearing, the grievant and a representative of Pivot Charter School shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board shall make a decision on the grievance in writing. This decision will serve as the final decision of Pivot Charter School.

Dress Code Policy

All students at Pivot Charter School are required to behave in a way that is inclusive, respectful, and school-appropriate. This extends to clothing worn on campus, at school events, or while on school-related virtual meetings. All clothing should be free of offensive (or possibly offensive) language or symbols.
The Executive Director or designee shall be the final judge as to the appropriateness, neatness, and cleanliness of the apparel, or whether or not apparel is disruptive, distracting, or in violation of the dress code.

The minimum standard of dress is as follows:

- Shoes shall be worn. Closed-toe shoes must be worn when participating in lab activities and physical education activity classes.
- Clothing with ornamentation, displaying, or advertising of substances illegal for minors is prohibited. This includes clothing or accessories depicting these substances as well as those which advertise companies that produce or sell these substances.
- Suggestive phrases, designs, markings, violent language or images, or profanities are prohibited.
- Shirts must cover the entirety of the torso (no skin showing on the stomach or back). Shirts must not be sheer or "see-through."
- When fitted properly at the waist, clothing, including pants, skirts, and dresses, may not contain sizeable holes above the knee. Undergarments should not be visible.
- Pants and trousers must fit with no sagging that exposes undergarments. Pants must be secured around the waist.
- Students must not wear face coverings other than a medical mask that Pivot provides or is brought from home or if the student has received a religious exemption ahead of time.

Students are expected to adhere to the above guidelines when dressing for school. Pivot Charter School will work with students to understand what is and is not appropriate for school. If there are violations of the dress code, the following steps will be taken:

First Behavior Referral: The student will be asked to address the dress code violation with a staff member, after the parent has been notified and invited to participate. A solution may be agreed upon, such as:

- A sweatshirt with an alcohol, tobacco or marijuana company may be asked to be taken off and stored for the duration of the activity if the student has a shirt on underneath.
- If undergarments are exposed, a student may simply be able to readjust their pants or leggings to cover the undergarments.
- Wearing a Pivot shirt in place of the dress code violation.

If a solution is not available or cannot be agreed upon, the student may need to be provided with new attire by the parent or guardian or may choose to be picked up by the parent or guardian.

Subsequent Behavior Referrals: The student may not be permitted to participate in the activity in question until a meeting with the student, parent, site administrator, and Director of Student Services. In the meeting, additional procedures or consequences will be discussed.

Drinking Water and Water Bottle Notice

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

Drug Free Workplace and Drug Free Schools

In compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Campuses Act, Pivot Charter School prohibits the unlawful possession, use, manufacture, or distribution of illicit drugs and alcohol by students, faculty members, parents, guardians, and staff members on its property or as part of any Pivot-sponsored activities. This prohibition extends to offsite professional activities of Pivot faculty and staff members, parents, guardians, and students, including attendance at field trips, professional conferences, and participation in student programs when those activities are sponsored by Pivot.

Tobacco-Free Schools: It is the intent of Pivot Charter School to maintain an environment which is free from tobacco and to ensure that all persons enjoying the use of Pivot Charter School property and programs are provided a safe and healthful environment. In order to effect this commitment, the use of tobacco is prohibited by all persons while on or in Pivot Charter School property, including facilities and vehicles, either leased or owned. In addition, all Pivot-sponsored events and activities outside the Pivot property shall be tobacco free.

The purpose of the Tobacco-Free Schools Policy as it relates to Pivot Charter School programs and activities on or off school property is to:

- Provide a healthful and safe environment in which to learn and work.
- Discourage and prevent tobacco use among school-age youth.
- Further enhance health education curricula for students.
- Promote student discipline and respect for school authority by the equal application and enforcement of policy among students, staff, and the public.
- Comply with laws directed at providing students and the public with a safe and healthful environment.

See the Suspension and Expulsion Policy for more information regarding discipline in relation to offenses involving drugs or tobacco.

Education For Foster and Mobile Youth Policies

Introduction

The Governing Board of Pivot Charter School ("Pivot" or the "Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth"* means any of the following:

    1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
    2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
    3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        c. The nonminor is participating in a transitional independent living case plan.
    5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
    6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Guadalupe Lopez, Bilingual Outreach Coordinator
glopez@pivotcharter.org

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.

2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the Charter School.

4. When required by law, notify the foster youth's ERH, attorney, county social worker, and the appropriate representative of the county child welfare agency, and an Indian child's ERH, tribal social worker, and if applicable, county social worker of the student's expulsion or involuntary removal, and at least ten (10) calendar days preceding the date of the following:

    a. An expulsion hearing for a discretionary act under the Charter School's charter.

    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker, and if applicable, county social worker, and the agency representative will be invited to participate.

c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Site Administrators and Site Coordinators, of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361, or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or a child of a military family seeking re-enrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school

of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

If the Charter School operates an intersession program, the Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-schooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

2. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[2], a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

1. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
2. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
3. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

[2] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense .

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the Foster and Mobile Youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Executive Director or designee shall notify and consult with a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the Charter School's additional graduation requirements. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH, and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

If the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this Policy, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the student eligible while they are enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is **reasonably able to complete the Charter School's additional graduation requirements** within the student's fifth year of high school, the Executive Director or designee shall:

1. Consult with the student and the student's ERH about the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student and the student's ERH about how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.

4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permits the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

5. For a student identified as a foster youth, consult with the student and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupils the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is **not** eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at the time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    ii. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the student or by the student's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student whom the Charter School knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties, including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this Policy, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Education for Homeless Children and Youth Policy

The Pivot Charter Schools ("Pivot" or the "Charter School") Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Guadalupe Lopez, Bilingual Outreach Coordinator
glopez@pivotcharter.org

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.

3. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

4. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup

kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

5. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.

6. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

7. Charter School personnel providing services receive professional development and other support.

8. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education ("CDE") publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Enrollment

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Charter School shall immediately admit/enroll the student for whom the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the student's situation, but Charter School does not commit to any one method of transportation for all youth.

Professional Development

All administrators, teachers and employees of Charter School, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

(1) Charter School's homeless education program policies; and
(2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

High School Graduation Requirements

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not

revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Consult with the student and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH.

5. Consult with the student and the student's ERH regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupils the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is ***not*** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at the time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of the Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Coursework

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School.

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available on the school website.

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Enrollment Policies

Pivot Charter School has four schools, serving the grades below:

- Pivot Charter School North Bay serves grades K-12
- Pivot Charter School North Valley serves grades 6-12
- Pivot Charter School Riverside serves grades K-12
- Pivot Charter School San Diego serves grades K-12

Pivot Charter Schools serve the following counties:

- Pivot Charter School North Bay is able to serve students who live in the following counties: Sonoma, Mendocino, Lake, Napa, Solano, and Marin.
- Pivot Charter School North Valley is able to serve students who live in the following counties: Butte, Tehama, Plumas, Yuba, Sutter, Colusa, and Glenn.
- Pivot Charter School Riverside is able to serve students who live in the following counties: Riverside, San Bernardino, Orange, San Diego, and Imperial.
- Pivot Charter School San Diego is able to serve students who live in the following counties: San Diego, Riverside, Orange, and Imperial.

Students who are eligible to enroll in Kindergarten as of September 1st of the school year, or students who are eligible to enroll up until their 19th birthday, may be enrolled in Pivot Charter School. Transitional Kindergarten (TK) is not available at Pivot Charter School. Students 19 years of age or over 19 years of age may only be enrolled if they have been continuously enrolled in a public school since age 19 and have been making appropriate academic progress toward graduation. Students making satisfactory progress towards a high school diploma may remain enrolled through the day before their 22nd birthday, or according to the table below if the student has an Individualized Education Program (IEP).

A student with an IEP who turns 22 during July, August, or September shall not be allowed to enroll for the upcoming school year
A student with an IEP who turns 22 during October, November, or December shall be allowed to remain enrolled until December 31 of that year
A student with an IEP who turns 22 during January, February, March, April, May, or June shall be allowed to remain enrolled until June 30, or the last day of school, of that year

Pivot Charter School has the right to deny enrollment for expelled students. All new students enrolling at Pivot Charter School with an expulsion on their record (at any point in time) must be approved by the Director of Student Services before they may begin enrollment. See Expelled Student Enrollment Policy below for more information.

Incoming students in grades K-8 will be placed in the grade that matches their chronological age, unless the previous school indicates they would have been retained or the student has been out of school with a gap in enrollment, and their initial diagnostic assessment places the student in a lower grade level. However, students may still work on materials that are at a higher grade level if appropriate for the student.

Incoming students in grades 9-12 may be placed in a grade level based on credits earned toward graduation, as demonstrated on their official transcript. It is possible for an incoming high school student to not be promoted to the next grade level if they have not completed enough credits to be considered on pace to graduate high school in four years.

Students may be enrolled in only one school at a time. They may not be enrolled in any other public or private school while enrolled in Pivot Charter School. Students may concurrently enroll in community college courses.

Students and parents/guardians are required to inform their teacher (EC) or Site Coordinator if there is a change of address, phone number, or email address; proof of address on file is required to complete a change of address. A student's demographic information must be kept current at all times. Communication is an essential component of a successful educational experience. Students classified as foster or homeless, see Education for Foster and Mobile Youth Policy.

Students who have moved outside of Pivot's eligible counties need to withdraw from the school. Pivot is not able to serve students living outside of its eligible counties. If the student is not withdrawn voluntarily, then the school is required to withdraw the student and notify their district of residence.

Expelled Student Enrollment Policy

Students are required to submit all suspension and expulsion paperwork with enrollment paperwork, including Final Board Approval for Expulsion. Students are required to finalize the expulsion process at their previous district before enrolling at Pivot Charter School.

If Pivot Charter School makes findings that the student has not satisfied a rehabilitation plan, the student poses a threat to others, and/or the student will be disruptive to the school environment, Pivot Charter School reserves the right to deny enrollment to students who have been expelled from other schools or who are currently going through an expulsion process. All expulsions are investigated and reviewed by the Director of Student Services and/or Executive Director. Investigation can include phone calls, meetings, and requests for documents from the student, parent/guardian, and school districts.

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 Executive Director or Director of Student Services after the Executive Director or the Director of Student Services has met with the pupil and parent/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 Executive Director or Director of Student Services will notify the parent/legal guardian of their decision in writing to the email provided by the parent/legal guardian within 5 business days of the parent/legal guardian and student meeting, assuming that all required documentation was presented to the school. If the parent/legal guardian wishes to appeal the decision of the Executive Director/Director of Student Services, they may submit their request in writing, providing documentation and testimony supporting their appeal. The Executive Director/Director of Student Services will submit the appeal to the Board at the next regularly scheduled Governing Board decision. The Board shall make a final decision regarding admission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The decision of the Governing Board shall be final. The Decision will be provided to the parent/legal guardian in writing to the email provided to the school, within 5 business days of the Governing Board meeting. The pupil's admission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Re-Enrollment

All current students who wish to re-enroll for another school year must complete a re-enrollment form and attach required updated documentation as required. Pivot Charter School may impose a priority registration deadline for which the completed paperwork must be submitted to guarantee enrollment for the upcoming school year. Parents will receive communication regarding re-enrollment at least one month prior to the deadline. According to Pivot's charter, siblings of students who are currently enrolled and other priority students as outlined in the charter are given preference for vacancies prior to the cutoff date. Once the school reaches its enrollment capacity, all additional applicants will be placed on a waitlist. As availability opens, a public lottery will be held. Students who are on the waitlist will be drawn at random. All names not selected during the first lottery will remain on the waitlist in the order they were pulled in the lottery. Waitlists do not carry over from one school year to the next.

If a student has gone through Pivot's Multi-Tiered System of Support (MTSS) process and it was determined that Independent Study was not in the best interest of the student, the student may not re-enroll at Pivot for a period of one

(1) calendar year. At that point, if the student wishes to attempt Pivot's independent study program again, they must personally write a letter to the Executive Director explaining what they will do differently and how they will participate in the program more successfully this next time. Additionally, a re-enrollment hearing will be held similar to Pivot's appeal hearing process. The student, parent, and anyone the student wishes to attend that hearing will share their thoughts on how the student will be able to better engage in independent study at this time in their lives.

Waitlist/Lottery Policy

Withdrawal Policy

Please keep in mind that Pivot Charter School uses a quarter schedule for students in middle and high school. Students withdrawing in the middle of any semester may lose credit for their work and may not be able to matriculate well into a traditional school schedule. Please work with your Educational Coordinator (EC) and Pivot's Registrar or Academic Counselor prior to deciding to withdraw from Pivot.

Students or parents/guardians planning on withdrawing from Pivot Charter School should follow the below procedures:

1. Student or parent/guardian contacts their EC (assigned teacher) to request withdrawal from Pivot.
2. EC sends Voluntary Withdrawal Form to the student or parent/guardian, depending on the age of the student.
3. Student or parent/guardian sends a signed withdrawal form to their EC.
4. EC submits a signed Voluntary Withdrawal Form to Pivot's Enrollment Specialist and Site Coordinator, as well as finalizes the current report card, if appropriate.
5. Site Coordinator will place a copy of the Voluntary Withdrawal Form in the student's cumulative file.
6. Enrollment Specialist enters the withdrawal into the Student Information System and confirms withdrawal.
7. EC notifies the family that withdrawal is completed.
8. Pivot Charter School notifies the student's district of residence that the student has withdrawn (required under California Education Code).
9. The new school requests the student's cumulative file from Pivot Charter School.

If a student is 18 years of age or older, the student can withdraw themselves from the school. However, if a student is less than 18 years of age, the parent/guardian must sign the Voluntary Withdrawal Form.
In order to secure all credits for work completed by the student, students must continue to work in their courses until the withdrawal has been completed and parents/guardians are notified. Remember, if a student has borrowed any materials belonging to Pivot, including a computer or wifi hotspot, it must be returned in order to process grades and final transcripts in a timely fashion.

All Pivot Charter School schools are fully accredited through the Western Association of Schools and Colleges. Courses taken at Pivot Charter School are transferable to other accredited high schools.

Hospital or Treatment Facility Placement Withdrawal and Re-Enrollment Policy

Purpose: To establish guidelines for students who need to withdraw from Pivot Charter Schools to attend a hospital or treatment facility and wish to return to Pivot following their discharge.

Immediate Re-Enrollment Following Hospitalization or Treatment Facility:
Typically, a student who will be hospitalized or in a treatment facility for four weeks or more, will withdraw in order to be served by the hospital or treatment center educational program or the local district where the hospital or treatment center is located. If a student withdraws from Pivot to attend a hospital or treatment facility, and the school has received medical documentation supporting the need for the hospitalization or treatment, the student may immediately re-enroll with Pivot

upon discharge regardless of the enrollment lottery status. However, if the supplemental site based program has a waitlist, they will lose their seat and will be placed on the supplemental site based lottery list.

To qualify for immediate re-enrollment under this policy:

- The student must have withdrawn from Pivot specifically to attend a hospital or treatment facility.
- Medical documentation must be on file supporting the hospitalization or treatment.
- The student must be seeking to return to Pivot directly following discharge rather than enrolling in another school in between.

Requirements Prior to Returning to Pivot

Before the student resumes enrollment and participation in Pivot's educational program, the following must be completed:

- Safety Plan: A safety plan must be developed and established to address the student's individual needs and identify appropriate procedures and supports while attending Pivot.
- Written Facility Clearance: Written documentation from the hospital or treatment facility must be provided confirming that the student is approved to return to an educational program such as Pivot's, which involves accessing online curriculum and using the internet.

This written approval must be received by the enrollment team before the student's enrollment materials are approved
The purpose of these requirements is to ensure the student's transition back to Pivot is appropriately supported and that the school has the necessary information and safeguards in place.

Students Who Enroll in Another School Following Discharge

If a student is discharged from a hospital or treatment facility, enrolls in another school, and later decides they would like to enroll with Pivot, the immediate re-enrollment exception does not apply.

In this situation, the student must follow Pivot's standard enrollment procedures, including placement on the waitlist if the assigned site is on a waitlist at the time of application.

Equipment and Material Loan Policy

Classroom or Course Materials: If a Pivot Charter School student needs access to required classroom or course materials (e.g. books for English or materials for science labs), students have the option to borrow these materials from the school if unable or unwilling to purchase their own materials. Any materials loaned from Pivot must be kept and returned in good condition and not be altered or damaged. Common prohibited alterations include highlighting in textbooks or writing notes in literature books.

Laptop Computers, Chromebooks, and Wifi Hotspot Devices: Students must have a computer and reliable Internet access to successfully engage in the Pivot program. If a student enrolls at Pivot Charter School and does not have either a computer or reliable Internet access, they should plan on attending the supplemental resource center program. Alterations such as writing or applying stickers on the equipment are not allowed. Pivot has computers, chargers, and wifi hotspot devices that can be loaned to students.

If a student needs a computer or wifi hotspot, they should speak with their Educational Coordinator (EC) regarding the loan program. It may take 1-2 weeks after submission of the hardware agreement for computers or wifi hotspots to reach the family. Students and parents/guardians must sign and abide by the use policy prior to receiving a computer or wifi hotspot. Pivot Charter School has the right to request the return of any equipment at any time if policies are not being followed.

All equipment loaned to students is to be used for school purposes only. Personal use of computers or wifi hotspots may result in termination of the loan agreement and may require immediate return of the equipment to the school.

All equipment will be collected at the end of the school year. Returning students can get a computer or wifi hotspot again at the start of the new school year. Any computer or wifi hotspot not returned at the end of each school year will be pursued through all possible remedies available to Pivot under the law.

Community College Materials

If a student is enrolled in a community college course required for their high school diploma, they may request that Pivot Charter School loan required materials to them. The request must be in writing to their Educational Coordinator (EC) and should also be given at least two (2) weeks prior to the start of the course to allow for timely delivery of the materials. Pivot Charter School may not purchase or loan materials for courses taken that are not required for a student to complete their high school graduation requirements. If there are questions regarding what courses are required for graduation, the student should contact Pivot's Academic Counselor.

Family Educational Rights and Privacy Act (FERPA) and School Records Policy

Definitions

Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by Pivot Charter School or by a party acting for Pivot Charter School. Such information includes, but is not limited to:

- ❖ Date and place of birth;
- ❖ Parent and/or guardian's address, mother's maiden name, and where the parties may be contacted for emergency purposes;
- ❖ Grades, test scores, courses taken, academic specializations, and school activities;
- ❖ Special education records;
- ❖ Disciplinary records;
- ❖ Medical and health records;
- ❖ Attendance records and records of past schools attended;
- ❖ Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric records, or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- Records maintained by a law enforcement unit of Pivot Charter School that were created by that law enforcement unit for the purpose of law enforcement;
- In the case of a person who is employed by Pivot Charter School but who is not in attendance at such agency or institution, records 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;
- Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Pivot Charter School;
- Records that only contain information about an individual after he or she is no longer a student at Pivot Charter School;
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Except as required by state or federal law or as required to administer a state or federally supported educational program, Pivot Charter School and its employees do not collect information or documents regarding citizenship or immigration status of pupils or their family members.

Personally Identifiable Information: Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Pivot

Charter School reasonably believes knows the identity of the student to whom the education record relates.

Directory Information: Pivot Charter School does not currently have a Directory that is shared with other families. However, when teachers and parents are making attempts to organize special events, Directory Information is sometimes shared. Pivot Charter School may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of Pivot Charter School's annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). Pivot Charter School has designated the following information as directory information:

- ❖ Student's name
- ❖ Student's address
- ❖ Parent/guardian's address
- ❖ Telephone listing
- ❖ Student's electronic mail address
- ❖ Parent/guardian's electronic mail address
- ❖ Photograph
- ❖ Date and place of birth
- ❖ Dates of attendance
- ❖ Grade level
- ❖ Degrees, honors, and awards received
- ❖ The most recent educational agency or institution attended
- ❖ Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

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 eighteen (18) years of age.

School Official: A school official is a person employed by Pivot Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Pivot Charter School. A school official also may include a volunteer or an independent contractor outside of Pivot Charter School who performs an institutional service or function for which Pivot would otherwise use its own employees and who is under the direct control of Pivot with respect to the use and maintenance of education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

Legitimate Educational Interest: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Disclosure of Directory Information: At the beginning of each year, Pivot Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that Pivot Charter School not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify Pivot Charter School in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

Annual Notification to Parents and Eligible Students: At the beginning of each school year, in addition to the notice required for directory information, Pivot Charter 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 disclosure is permitted without prior written consent pursuant to FERPA;
- File with the U.S. Department of Education a complaint concerning alleged failures by Pivot Charter School to comply with the requirements of FERPA and its promulgated regulations;
- Request that Pivot Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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 Pivot Charter 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.

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 Executive Director. Within five (5) business days, Pivot Charter School shall comply with the request.

Copies of Education Records: Pivot Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Pivot Charter School may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- ❖ Inaccurate;
- ❖ An unsubstantiated personal conclusion or inference;
- ❖ A conclusion or inference outside of the observer's area of competence;
- ❖ Not based on the personal observation of a named person with the time and place of the observation noted;
- ❖ Misleading; or
- ❖ In violation of the privacy rights of the student.

Pivot Charter School will respond within thirty (30) days of the receipt of the request to amend. Pivot Charter School's response will be in writing, and if the request for amendment is denied, Pivot Charter 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. If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or Executive Director's designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

Hearing to Challenge Education Record

If Pivot Charter 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 Executive Director or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

(1) The Executive Director of a public school other than the public school at which the record is on file;
(2) A certificated employee; and
(3) A parent appointed by the Executive Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing; notice of the date, time, and place of the hearing will be sent by Pivot Charter School to the parent or eligible student no later than twenty (20) days before the hearing. The hearing will be conducted by the Executive Director or his/her designee, who shall not be required to use formal rules of evidence or procedure. 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 decision of the Executive Director or his/her designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Pivot Charter 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, Pivot Charter 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, Pivot Charter 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 Pivot Charter School, or both. If Pivot Charter 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: Pivot Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non- directory information from a student's education record except as provided below. 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. Pivot Charter School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Pivot Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Pivot Charter 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 uses it for the purpose for which the disclosure was made.

Pivot Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

- School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the

student's enrollment or transfer. Pivot Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Pivot Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing pursuant to Section (IV)(3) above;

- Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- Organizations conducting certain studies for Pivot Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- Accrediting organizations in order to carry out their accrediting functions; ❖ Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
- Persons who need to know in cases of health and safety emergencies; ❖ State and local authorities, within a juvenile justice system, pursuant to specific State law;
- 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 Pivot Charter School with respect to that alleged crime or offense. Pivot Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Pivot Charter School concluded a violation was committed.

Record Keeping Requirements: Pivot Charter 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 Pivot Charter 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 Pivot Charter 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, Pivot Charter 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, Pivot Charter 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 Pivot Charter School.

Student cumulative records may not be removed from the premises of Pivot Charter School, unless the individual removing the record has a legitimate educational interest,and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Pivot Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints: Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Pivot Charter 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. 20202-5920

Field Trips and Student Activities Policies
(rev. October 2026)

Field trips can be an important component of a student's development. Besides supplementing and enriching learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. Pivot Charter School takes great care in logistical planning in order to greatly enhance the value and safety of such trips.

If a student is under 18 years of age, written approval of a student's parent/guardian is required for the student to participate in a school-recognized field trip, and appropriate instruction shall precede and follow each trip. Additionally, written approval of the student's parent/guardian is required for transporting students to/from a school-recognized field trip. Adults approved to supervise and/or transport students to/from field trips are expected to provide for the reasonable safety of the students and may be asked to attend preparatory training sessions and/or meetings. The ratio of adults to students on school-recognized trips shall be at least one to ten (1:10) for middle school and high school and one to eight (1:8) for elementary school. If the trip involves water activities or any other activity that could pose a higher degree of risk to or require greater security for students, the ratio shall be one to seven (1:7).

Field Trips and Medications: Any student requiring medical care or medication during school hours or during a field trip will need written consent by both the parent/guardian and the healthcare provider; this includes over-the-counter medications. Please note, forms are needed annually for each medication your child will take at school and to be filled out completely (if needed, you may obtain forms from the resource center). Even if your child does not routinely take medication to school, but may need it for one of our all-day or overnight field trips, please consider turning the forms in at the start of the school year to prevent potential ineligibility for a trip. Each student's completed forms must be approved by the school's nurse prior to participation in any field trip. It may take time to get written permission by your healthcare provider. Pivot recognizes that field trips provide invaluable experiential learning opportunities - but your student's safety is a priority. Unfortunately, any student not submitting permission slips and medical forms prior to the field trip form deadline may be ineligible to participate.

Field Trip Scholarships: Pivot Charter School does not require students or their parents/guardians to pay fees for participation in educational activities. No student shall be denied access to any school trip due to financial restraints. In cases of need, parents/guardians should contact their Educational Coordinator (EC) or Site Administrator, and scholarship monies will be made available. An explanation of available financial aid must be incorporated in the letter to parents/guardians explaining the objectives of the field trip.

Field Trip Volunteer/Chaperone: An adult chaperone must be 18 years old or older and may be a parent/guardian or school volunteer. No student of Pivot may act as a chaperone. Please read the Parent Participation and Involvement page's Volunteering section for the process requirements for volunteering.

Field Trip Transportation: The group leader at the school site is responsible for ensuring there is an adult chaperone in each vehicle utilized for their group/trip. In addition to Pivot using outside contractors (School Pupil Activity Bus-Vehicles/Drivers), Pivot vehicle drivers will not depart on a trip without an adult chaperone.
Please read the Transportation Safety Plan for more details about transportation guidelines during a field trip.

Firearm Access Prevention

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to ensure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Governing Board Meetings

Pivot Charter School's Governing Board is the governing body of the nonprofit organization, called Roads Education Organization, that oversees the four Pivot Charter Schools. The Board's role is to ensure that the Pivot Charter Schools are implementing their programs efficiently, that they are fiscally sound and viable, and to hold the Executive Director and school staff accountable for implementing the charters. The role of the governing board is less about day-to-day operations at the site level and more about oversight and accountability. Specifically, the Board is fully responsible for the operation and fiscal affairs of all Pivot Charter
Schools, including, but not limited to, the following:

- approving and monitoring the implementation of general policies of Pivot Charter School;
- approving and monitoring the school's annual budget and budget revisions;
- hiring and conducting ongoing evaluations of the Executive Director;
- executing all applicable responsibilities provided for in the California Corporations Code;
- approving the school calendar and schedule of Board meetings;
- participating in the dispute resolution procedure and complaint procedures as applicable;
- approving the annual fiscal audit and performance report;
- appointing an administrative panel or act as a hearing body and take action on recommended student expulsions;
- hiring auditors;
- approving check registry;
- conducting strategic planning.

Roads Education Organization Board meetings are held at least quarterly and in accordance with the Brown Act requirements, as well as Government Code 1090 and the Political Reform Act. Meeting agendas are posted online and at the resource centers, as well as at any meeting location. By law, the physical location of the Board meetings must be within the physical boundaries of the county in which the school has the greatest number of pupils enrolled. However, in alignment with the Brown Act and SB 126, parents, guardians, and the public are welcome to access and participate in all meetings, regardless of meeting locations, by utilizing video conferencing technology which is provided at each Pivot Charter School (at least one resource location per charter school). A Pivot staff member will be present at each video conference location to ensure the technology is working properly and that speakers participate when desired. Parents, guardians, and members of the public can also participate live in all Board meetings, regardless of where they are being held from the comfort of their own home by utilizing the teleconference link posted on the meeting agendas. Parents, guardians, and staff do not have to travel to have access to the Board members or the Board meetings.

Roads Governing Board membership is designed to ensure that the charter schools have a high level of experienced professionals providing oversight and making decisions for the charter schools, so that parents, guardians, and staff can feel comfortable knowing that there are people who are considered experts in their fields, helping to make the most prudent and fiscally responsible decisions for the students. While the Board members' fiduciary duty is to the Roads Education Organization, Board members are also expected to represent the interests of the constituencies in their geographic region. Board members are accessible to the employees, students, parents, and guardians of the charter schools closest to their home base. All meetings abide by the Brown Act, and agendas are posted at each site as well as online. The public can attend the board meetings online either from the comfort of their own home with an internet connection. Or they can come to the school site where school personnel are displaying the meeting online.

Health Policies

Health Manual Policies and Procedures: Pivot Charter School keeps updated health policies available in its Health and Safety Manual. Pivot's School Nurse updates health policies, student information, and is available for staff questions. An Educational Coordinator (EC) is notified when a student has a medical condition and given support with easy access to online policies. Additionally, staff are encouraged to contact the school nurse with questions, concerns, and support in implementation of each student's medical plan.

CPR and First Aid Training: All credentialed staff are required to maintain a current CPR and First Aid Training Certification. Pivot Charter School supports this requirement by providing annual training to maintain their certification.

Medication: Pivot Charter School has policies to establish a protocol to ensure student health and safety when taking medications during school hours. Because Pivot Charter School's unique program offers both virtual access to education and opportunities to attend our resource center generally for limited durations, students are encouraged to take their medications at home, as appropriate. Pivot's School Safety Plan provides direction for students and staff when medications must be taken during school hours. When appropriate, Pivot will develop 504s or IEPs to incorporate aspects of the student's medical care as it relates to their educational needs.

Requirements for Resource Center Attendance: If a student must take or carry any medication—including prescription or over-the-counter items—while attending a resource center or school event, California law requires:

- A written Authorization Form signed by both the parent/guardian and a licensed healthcare provider detailing the dose, method, and schedule.
- The medication must be delivered to staff in its original pharmacy-labeled container (or original sealed packaging for OTC items).

Pivot's full Health and Safety Manual provides comprehensive direction for students and staff regarding secure storage, self-carry protocols (such as inhalers/EpiPens), and staff training. When appropriate, Pivot will develop 504s or IEPs to incorporate aspects of the student's medical care as it relates to their educational needs.

Oral Health Assessment: Students enrolled in Kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in Kindergarten in a public school, are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

Diabetes Management: Pivot Charter School implements a protocol for identifying and safely managing students with diabetes. Diabetes Type I, usually diagnosed in childhood or adolescence, is a chronic autoimmune disease that prevents the pancreas from producing insulin. Without insulin, glucose derived from the food we eat is unable to leave the bloodstream and enter the cells where it is needed to produce energy. Diabetes Type II, commonly associated with adulthood but currently increasing in younger populations, is defined by resistance to the insulin produced or insufficient insulin. Diabetes is a chronic but manageable disease. Staff awareness of which students have diabetes and how they manage it will aid in efficiently responding to diabetic emergencies. Because Pivot recognizes diabetes management is highly individualized, diabetes care will be parent/physician driven. Additionally, Pivot Charter School shall provide an information sheet (Type 2 Diabetes Information) regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Immunization Policy: To ensure a safe learning environment for all students, Pivot Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school activities on site until the requirements are met, but students may still work on the online curriculum from home or another appropriate location other than the school resource center. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of Pivot Charter School. Please see the Parent's Guide to Immunizations link for more information on what is needed for school entry. ShotsForSchool.org

Cancer Prevention Act: Students in the state are advised to adhere to current immunization guidelines, as recommended by the California Department of Public Health (CDPH), regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Communicable Disease Control and Immunization of Pupils: Pivot Charter School will cooperate with the local health officer as required by Education Code Section 49403 for the prevention and control of communicable diseases in school-aged children.

a. Notwithstanding any other law, the governing board of a school district shall cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school-age children. For that purpose, the board may use any funds, property, and personnel of the district, and may permit a licensed physician and surgeon, or a health care practitioner listed in subdivision (b) who is acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a pupil whose parent or guardian has consented in writing to the administration of the immunizing agent.

b.

(1) The following health care practitioners, acting under the direction of a supervising physician and surgeon, may administer an immunizing agent within the course of a school immunization program:

A. A physician assistant.
B. A nurse practitioner.
C. A registered nurse.
D. A licensed vocational nurse.
E. A nursing student who is acting under the supervision of a registered nurse, in accordance with applicable provisions of law.

(2) A healthcare practitioner's authority to administer an immunizing agent pursuant to this subdivision is subject to the following conditions:

A. The administration of an immunizing agent is upon the standing orders of a supervising physician and surgeon and in accordance with any written regulations that the State Department of Public Health may adopt.
B. The school nurse is notified, and he or she maintains control, as necessary, as supervisor of health in accordance with Sections 44871, 44877, 49422, and subdivision (a) of Section 49426.
C. The health care practitioner may only administer immunizations for the prevention and control of any of the following:
    a. Annual seasonal influenza.
    b. Influenza pandemic episodes.
    c. Other diseases that represent a current or potential outbreak as declared by a federal, state, or local public health officer.
    d. As used in this section, "supervising physician and surgeon" means the physician and surgeon of the

local health department or school district that is directing the school immunization program.

e. While nothing in this section shall be construed to require the physical presence of the supervising physician and surgeon, the supervising physician and surgeon shall require a health care practitioner under his or her direction to do both of the following: (1) Satisfactorily demonstrate competence in the administration of the immunizing agent, including knowledge of all indications and contraindications for the administration of the agent, and the recognition and treatment of emergency reactions to the agent that constitute a danger to the health or life of the person receiving the immunization. (2) Possess the medications and equipment that are required, in the medical judgment of the supervising physician and surgeon, to treat any emergency conditions and reactions caused by the immunizing agents that constitute a danger to the health or life of the person receiving the immunization, and to demonstrate the ability to administer the medications and use the equipment as necessary.
f. It is the intent of the Legislature to encourage school-based immunization programs, when feasible, to use the California Immunization Registry to assist providers to track patient records, reduce missed opportunities, and to help fully immunize all children in California. (Amended by Stats. 2010, Ch. 203, Sec. 1. (AB 1937) Effective August 27, 2010.)

Physical Examinations Policy: Pivot Charter School shall make such rules for the examination of students and will ensure proper care and proper privacy as required by Education Code 49450.

Vision Appraisal and Hearing Evaluation: Pivot Charter School shall conduct Vision Appraisals and Evaluation of Hearing as per Education Codes 49451 - 49455.

EpiPens: Pivot Charter School shall comply with Education Code Section 49414, as amended by SB 1266, requiring schools to provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and providing that school nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction.

Comprehensive Sexual Health Education: If a high school student has not yet completed their physical education graduation requirement, they may take Physical Education A / Health at Pivot Charter School. This course includes a curriculum about Health, Sexual Health, and HIV Prevention. Some 7th and 8th grade students may also learn about health in their Physical Education courses. Families can choose to opt out of Sexual Education lessons by notifying their EC. Students will be excused from those lessons and may be given alternate assignments. In accordance with AB 1861 (2018) amended Education Code Section 51934, Pivot ensures that all pupils in grades 7 to 12 receive information on how social media and mobile device applications are used for human trafficking, as part of comprehensive sexual health education.

Drug Free / Alcohol Free / Smoke Free Environment: The school maintains a drug, alcohol, and smoke free environment. In addition to staff training, resources and policies, each school has visible signs posted.

Menstrual Products: Pivot Charter School will stock all of its women's and all-gender restrooms, and at least one men's restroom, with menstrual products, and shall not charge students for these products, pursuant to Education Code Section 35292.6

Pesticide Use Notification: Pivot Charter School does not use pesticides on a regular basis. If the occasional need arises, we will follow all requirements according to the Healthy Schools Act (HSA) (California Education Code §§ 17608–17613) for notification and posting prior to any application. Parents/guardians will be informed in advance as required by law. Parents/guardians with questions about pesticide use or notifications may contact the school office.

Immigration Enforcement Activity Policy
(rev. Oct 2026)

I. PURPOSE AND COMMITMENT

Pivot Charter Schools (“Charter School”) fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. Charter School supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

Charter School finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by Charter School as “sensitive locations” under state law, and seeks commitments from contractors and service providers (particularly school resource officers) not to facilitate immigration enforcement at these locations unless law requires it.

Charter School provides the California Attorney General's *Know Your Educational Rights* handout to all families upon enrollment. This handout is also posted in all administrative buildings on campus and is available on the school website.

English version available here:
https://oag.ca.gov/system/files/attachments/press-docs/Immigration-Enforcement%20Actions%20at%20California%20Schools.pdf

Spanish language version available here:
https://oag.ca.gov/system/files/attachments/press-docs/Immigration-Enforcement%20Actions%20at%20California%20Schools-es.pdf

Charter School also provides the California Attorney General’s “Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California’s TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes”, which can be found at https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf.

Charter School also provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Student/Family Policies Manual.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

II. DEFINITIONS

> *“Immigration enforcement”* includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.
>
> *“Schoolsite”* means an individual school campus, a non-public area where we hold school-related activities, or school buses and other transportation we provide.

III. ANTI-DISCRIMINATION AND HARASSMENT

Charter School prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics including but not limited to, immigration status, nationality, race, ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any protected group. This applies to schoolsites, at school-related events, and through school-owned technology.

Charter School promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. Charter School educates students to respect all peers regardless of

protected characteristics and teach them about bullying's negative impact.

Charter School trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents, and informs students who experience hate crimes of their right to report them.

Charter School's Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on the school's website.

IV. STUDENT INFORMATION COLLECTION AND PROTECTION

General Principles

Charter School does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate. Charter School does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. Charter School does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment

Enrollment Documentation

For Proof of Residency, Charter School accepts :

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from government agencies
- Declaration of residency executed by parent or legal guardian

For Age Verification, Charter School accepts:

- Certified birth certificate
- When a birth certificate is not available, other appropriate proof as determined by the the Executive Director

In most cases, any one document from each category is sufficient. Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age, and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

Special Program Information

When law requires national origin information for special programs (such as language instruction for English learners), Charter School collects it separately from enrollment. Charter School may ask for (but do not require) place of birth, U.S. entry date, and date first attending U.S. school. Charter School does not use this information to discriminate or prevent enrollment if families choose not to provide it.

Social Security Information

Charter School does not collect entire Social Security numbers or cards for enrollment. Charter School may request the last four digits of an adult household member's Social Security number only to establish federal benefit program eligibility (such as free or reduced-price meals). When such information is requested, Charter School explains this limited purpose and clarifies that not providing it does not bar enrollment.

For the Free and Reduced-Price Meals form, Charter School notifies parents that:

1. If any household member participates in CalFresh, CalWORKs, or FDPIR, no adult needs to provide Social Security number information.
2. If no household member participates in these programs and no adult has a Social Security number, the student can still qualify based on income by checking the "No SSN" box

Charter School treats all students equitably in receiving school services, including lunch programs, transportation, and educational instruction.

V. SHARING STUDENT INFORMATION

General Policy

Charter School requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

Charter School's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case Charter School does not release it. Charter School permanently keeps consent notices with record files.

Charter School avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. Charter School provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Education Records and Student Information Policy upon request and/or on the school website. Charter School provides annual notice of this policy, including directory information and opt-out rights.

Immigration Enforcement Officers

Unless required by a valid judicial warrant or subpoena, or other court order, Charter School does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home address and travel schedules.

When a valid judicial warrant, subpoena, or other court order requires disclosure, Charter School notifies parents or guardians as soon as practicable.

Response to Information Requests

When Charter School receives information requests related to immigration or citizenship status of a student, staff:

1. Notify a designated school official
2. Provide students and families appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities
4. Unless prohibited, provide students and parents copies of documents issued by immigration enforcement officers

VI. CAMPUS ACCESS FOR IMMIGRATION ENFORCEMENT

Consistent with California law, Charter School does not permit immigration enforcement officers to enter nonpublic areas of a schoolsite for immigration enforcement activity unless they present a valid judicial warrant or court order. If a law enforcement official presents such documentation, Charter School requests they not interrupt students and faculty during class time and instead wait until a designated break period.

Response Procedures

Staff notify the schoolsite administrator or designee as soon as practicable about any immigration enforcement official request for student access, campus access, or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a schoolsite:

1. **Initial Contact**: Explain to the official that staff must first notify and receive direction from the site administrator
2. **Purpose**: Ask and document the official's stated reason for being at the schoolsite
3. **Documentation**: Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing schoolsite access
4. **Record Keeping**: Make and retain copies of documentation the official produces
5. **Exigent Circumstances**: If the official declares exigent circumstances (such as a felony in progress on the schoolsite) and demands immediate access, comply with orders and immediately contact the site administrator
6. **Levels of Response**: If no exigent circumstances exist, respond according to the official's documentation:
    - **ICE or other administrative warrant**: For warrants not signed by a judge, do not permit entry to nonpublic areas of the schoolsite. Refer to site administrator.
    - **Judicial/court-issued warrant or court order**: Compliance is usually required to follow what is described in the court-issued order. When feasible, consult schoolsite administrator or legal counsel for next steps
    - **Subpoena**: Physical access to the schoolsite is not required. Subpoenas seek documents. Inform the schoolsite administrator and await instructions. Do not permit entry to nonpublic areas
7. **Cooperation Without Consent**: While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
8. **Parental Notification**: The schoolsite administrator may notify the student's parent or guardian's consent if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
9. **Required Notifications**:
    - The Executive Director or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and Charter School's responses, ensuring confidentiality of potentially identifying information
    - The Executive Director or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student
    - Charter School follows its Comprehensive School Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff when Charter School confirms immigration enforcement presence on campus

VIII. SUPPORT FOR AFFECTED FAMILIES

Emergency Preparedness

Charter School encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

Charter School permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. Charter School uses emergency card information only for specified emergencies, not for other purposes.

Caregiver Authorization Affidavits

Charter School encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. Charter School will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available HERE.

When Parents Are Detained or Deported

If immigration authorities detain or deport a student's parent or guardian, Charter School:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf
- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

Family Safety Plans

Charter School encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

Additional Resources

When a family member is detained, Charter School may refer students and families to:

ICE Detainee Locator (https://locator.ice.gov/odls#/search)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- **Note**: Use this only to locate detained individuals. Charter School never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

Legal Assistance

- Legal aid organizations may secure detained parents' release or arrange student visits
- California organizations accredited by the Board of Immigration Appeals: https://www.justice.gov/eoir/recognition-accreditation-roster-reports
- California court Self-Help Centers for family law assistance: http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- Legal aid offices and lawyer referral services: http://www.courts.ca.gov/1001.htm

Consulates or Embassies

The parent's or guardian's country of origin may offer additional information and assistance

Independent Study Policy

Pivot Charter Schools (the "School") may offer independent study to meet the educational needs of pupils enrolled in the School. Independent study is an alternative education program designed to teach the knowledge and skills of the core curriculum. Pivot Charter Schools shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies apply to all enrolled pupils participating in independent study at all Pivot Charter Schools, and have been adopted by the Board for implementation at the School:

1. Supervision: Each pupil's independent study shall be coordinated, carried out, monitored, and evaluated under the general supervision of an assigned certificated employee.
2. Assignment Timeline: For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days maximum.
3. Missed Assignments: When any pupil fails to complete 15 (fifteen) assignments during any period of twenty (20) school days, the School may conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation, and if the pupil transfers to another California public school, the record shall be forwarded to that school.
4. Satisfactory Progress: When a pupil fails to demonstrate satisfactory educational progress, the School shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation, and if the pupil transfers to another California public school, the record shall be forwarded to that school. Pursuant to Education Code Section 51747, satisfactory educational progress shall be evaluated and determined based on all of the following indicators:
    a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement specified in Education Code Section 52060.
    b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    c. Learning required concepts, as determined by the supervising teacher.
    d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
    e. The School maintains a Multi-Tiered System of Support Policy which outlines specific criteria for each of the indicators above.
5. Content: Pupils in independent study shall be provided access to content that is aligned to grade level standards and that is substantially equivalent to in-person instruction. High school pupils in independent study shall be provided access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.
6. Tiered Reengagement: The School shall implement tiered reengagement strategies for all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous school weeks of the School's approved instructional calendar; or pupils who are deemed "non participatory" in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or pupils who are in violation of their written independent study agreement. These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:
    a. Verification of current contact information and confirmation of access to devices and internet connectivity for each enrolled pupil.
    b. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
    c. A clear standard for requiring a pupil-parent-educator conference to review the pupil's written agreement

and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the Board Policies adopted by the Board pursuant to Education Code Section 51747(g)(4).

d. After the school has exhausted all re-engagement practices and evaluation of data (including work completion and attendance) and the students conduct / environment is analyzed, Pivot must make a determination if independent study is in the best interest of the student. If it is determined that independent study is not an appropriate educational environment, the school is required to notify the family and refer the student to their school of residence. Families will be afforded an opportunity to appeal any final decisions within five days of notification.

7. Live Interaction & Synchronous Instruction: Opportunities for live interaction and synchronous instruction, as defined in Education Code Section 51745.5, shall be provided by the School throughout the school year as follows:
    a. For pupils in transitional kindergarten through grade 3, opportunities for daily synchronous instruction will be provided.
    b. For pupils in grades 4 through 8, opportunities for daily live interaction will be provided. Opportunities for synchronous instruction will be provided at least weekly.
    c. For pupils in grades 9 through 12, opportunities for synchronous instruction will be provided at least weekly.
    d. Live interaction and synchronous instruction opportunities will be provided virtually as well as in-person, in various one-on-one and/or small group formats, including but not limited to: teacher office hours, homeroom, credentialed teacher-led classes, and instructional workshops. Synchronous instruction shall be provided by a teacher or teachers of record for each pupil.
8. Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow them to transition expeditiously, in no case later than five (5) instructional days. As Pivot Charter Schools are nonclassroom-based, the School shall plan to support the transition by offering to provide families with information about options for in-person instruction within their district of residence or surrounding area.
9. Written Agreements: A current written agreement shall be maintained on file for each independent study pupil. Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. Written agreements and other associated independent study records and contracts may be maintained as electronic files. Written agreements and other associated records and contracts may be signed using an electronic signature that complies with state and federal standards and that is intended by the signatory to have the same effect as a handwritten signature. Before signing a written agreement pursuant to this section, the parent or guardian of a pupil may request that the School conduct a phone, videoconference, or in-person pupil parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning. Each written agreement shall include at least all of the following:
    a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
    b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
    c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to the internet connectivity and devices adequate to participate in the educational program and complete assigned work.
    d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress,

and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

10. The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.
11. The Executive Director may be responsible for ensuring these policies are implemented in accordance with the law.

Mathematics Placement Policy for Entering 9th Grade Students

All entering ninth grade students will be placed in mathematics courses fairly and without regard to race, ethnicity, gender, or socioeconomic status. All ninth grade students at Pivot Charter School will be placed in Algebra 1 initially. Students who successfully completed Algebra 1 during their eighth grade year will be placed in Geometry during their ninth grade year.

If a staff member or the student's parent/legal guardian reports to the curriculum team that the student is struggling to be successful in Algebra 1, the student support team will meet to review the student's course progress as well as prior standardized test and diagnostic scores, and discuss strategies for support. Should all members of the student support team agree that the student would benefit from a Pre-Algebra course prior to completing Algebra 1, the student may be moved to this course.

Students transferring to Pivot Charter School during their ninth grade year may be placed in an equivalent course based on the course in which they were enrolled in their previous school.

*Pivot Charter School's standard high school college preparatory mathematics course progression and equivalent courses are listed in the table below. Many variations are possible, and some additional/optional mathematics course offerings are not listed. The table below shows only the courses that 8th graders and entering 9th graders routinely take.

Pivot Charter School Course Examples of Equivalent Course(s) Progression
Pre-Algebra, 8th Grade Math
Algebra 1, Integrated Mathematics I, Financial Algebra
Geometry or Integrated Mathematics II
Algebra 2 or Integrated Mathematics III

Recourse: In the event that a student or his or her parent or legal guardian wishes to question the student's mathematics course placement, a curriculum request should be made in writing to the student's EC. The EC will share the request with the curriculum team who will review the student's progress and performance, discuss options with the person who made the request, and apply any changes agreed upon by the concerned parties. If the requesting party is dissatisfied with the results of the review or recommendations, a request for mathematics course placement review must be made in writing to the Executive Director. The Executive Director will resolve any dispute and make the final determination regarding the student's mathematics course placement.

Aggregate Data: The Pivot Executive Director, or designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included above are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Pivot shall annually report the aggregate results of this examination to the Pivot Board.

A copy of this Mathematics Placement Policy is posted on the School's website.

Mental Health Services

Pivot Charter School recognizes that many people are affected by mental illness each year, and you are not alone - 1 in 6 US youth aged 6 -17 experience a mental health disorder each year. Access to mental health services at Pivot and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- Social-Emotional Learning- students will learn important skills toward building Social-Emotional competencies such as self-awareness, self-management, relationship skills, social awareness and responsible decision making through Pivot's Pivot P.R.I.D.E. curriculum as delivered in weekly homeroom lessons and monthly pep rallies as well as various challenges throughout the month.
- School-based counseling services – Brief, individual, goal-directed school counseling will be provided for 1-4 sessions based on social-emotional related referrals. Additional resources will also be provided to families including where to start to find outside service providers. Additionally, counseling workshops will be provided to teach social-emotional and executive functioning skills while creating a sense of connectedness.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Pivot's Director of Special Education, in writing, to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact your School Nurse, Site Coordinator, or Site Administrator.

Available Nationally:

- Suicide Crisis & Lifeline Chat and Text: - Call or Text 988, available 24 hours.
- Crisis Text Line: Text "home" to 741-741
- Teen Line: Text "TEEN" to 839863
- The Trevor Project - Call 1-866-488-7386 or text "START" to 678678.
- Trans Lifeline: Call 1-877-565-8860
- ADDITIONAL CRISIS LINE NUMBERS can be found on the CDE's Help for Students in Crisis webpage at - https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp.

Multilingual Learners

(rev. October 2026)

Pivot is committed to the success of its Multilingual Learners (legally classified as English Learners under California Education Code), and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Pivot will meet all applicable legal requirements for students classified as “English Learners” as they pertain to annual notification to parents, student identification, placement, program options, English Language Development (ELD) and core content instruction, teacher qualifications and training, reclassification to fluent English proficient (RFEP) status, monitoring and evaluating program effectiveness, and standardized testing requirements. Pivot will implement policies to ensure proper placement, evaluation, and communication regarding Multilingual Learners and the rights of students and parents.

Initial Classification: If the student is already classified as English Only (EO), English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified Fluent English Proficient (RFEP), then the student remains in that classification during initial enrollment at Pivot Charter School and their primary language is noted. If the student is new to a California public school, then the responses on the home language survey are analyzed, and the student’s prior status is investigated. The student’s cumulative file is evaluated to determine if the student has taken the English Language Proficiency Assessment for California (ELPAC) or a similar assessment at a previous school. If no previous records are available to aid in the determination, and any answers on the home language survey are a language other than English, then the student is identified as needing to be assessed with the Initial ELPAC.

If a student is identified as needing to be assessed with the Initial ELPAC, then the test will be administered within 30 days of first enrollment at Pivot Charter School. The results of the assessment will determine if the student will be classified as Initial Fluent English Proficient or as an “English Learner”. Pivot will provide notice to each parent or guardian of the assessment of his or her child’s English language proficiency no later than 30 days after the start of the school year. If the student is classified as Initial Fluent English Proficient, then that student no longer needs to be administered any English proficiency assessments. If the student is classified as an “English Learner,” then that student will be required to participate in an annual Summative ELPAC, taken each Spring, until they meet the criteria for reclassification.

Reclassification: Once an identified “English Learner” has reached a specific level of English proficiency, the student can be reclassified, or moved out of the English Language Development program. An “English Learner” may be reclassified as Reclassified Fluent English Proficient (RFEP) when the student meets the state-established English language proficiency criterion based on the Summative ELPAC or Summative Alternate ELPAC.
Effective September 27, 2026, English language proficiency as demonstrated by the student’s state English language proficiency assessment is the sole criterion for reclassification. A student who achieves an Overall Performance Level of 4 on the Summative ELPAC or an Overall Performance Level of 3 on the Summative Alternate ELPAC shall be reclassified as soon as possible in accordance with applicable California law and California Department of Education guidance.

Once a student is reclassified, Pivot will monitor the student’s academic progress and provide appropriate supports as needed. Reclassified students do not participate in the annual Summative ELPAC unless otherwise required by applicable law.

Designated English Language Development: Students identified as “English Learners” will participate in Pivot’s Designated English Language Development (ELD) program. Students will be placed into the appropriate section of ELD according to their score on the most recent ELPAC assessment. This program meets multiple times per week, virtually, and provides focused English language development instruction. It is imperative that students participate in the program and attend the online classes they are assigned to by Pivot’s ELD teacher.

Integrated English Language Development: Integrated ELD will be provided throughout students’ academic coursework. Educational Coordinators will use the California English Language Development Standards in tandem with

the applicable academic content standards to provide English Learners meaningful access to grade-level content and to support the development of academic English across content areas.

Every English Learner will be monitored closely for growth in their reading, writing, speaking, and listening skills.

Long-Term English Learners: Pivot will identify and monitor students who meet California's criteria for Long-Term English Learner (LTEL) status. Pivot will review LTEL students' English language proficiency, academic progress, and instructional needs and will provide appropriate additional supports to promote continued progress toward English language proficiency and academic success.

Pivot will also monitor English Learners who may be at risk of becoming Long-Term English Learners and will provide additional instructional support as appropriate. LTEL students will continue to receive both Designated and Integrated ELD until they meet the applicable criteria for reclassification.

Multi-Tiered System of Support (MTSS) Policy

As directed by the California Department of Education, the goal of MTSS (Multi-Tiered System of Support) is to work together to provide equitable access and opportunity for all students to achieve success. At Pivot Charter School, we do this by quickly identifying and matching individual student needs along a three-tiered continuum of support including academic, behavioral, and social-emotional needs. Students and families are key voices within the educational team throughout this process and meet with their teachers and administrators on an ongoing basis, as needed, to investigate and address the academic, social-emotional, and/or behavioral barriers that are getting in the way of their success.

Universal Support: Provided to all students.
All students at Pivot Charter School receive universal support. Throughout the school year, students will undergo universal screening, including ELA and Math benchmark assessments, attendance and work completion monitoring, behavior monitoring, and social-emotional learning surveys. All students will also have access to small group workshops based on curriculum and skill building, and will receive a personalized course overview for the year. All students and families have access to a personal Educational Coordinator (EC) who they will meet with in-person at least once per month, and who will consistently communicate progress, assist in goal-setting, monitoring and problem-solving for each individual student. Students who are identified as needing additional academic support will be moved to the supplemental support stage of MTSS.

Supplemental Support: Provided to some students, as needed. Students will be identified for supplemental support based on a continued struggle in either academics, behavior/social-emotional learning, or engagement (course completion). Families and students will be notified via email of an advancement to this stage of MTSS, and a mandatory Student Support Team (SST) Meeting will be scheduled. The Student Support Team will consist of, at minimum, the student, parent/guardian and Educational Coordinator, and may also include an Education Specialist, counselor, administrator, additional family/support, and/or other support staff depending on the identified needs of the student.

During the SST Meeting, the following will occur:
1. A review of the student's Master Agreement, including contact information and review of school independent study policies.
2. A confirmation that the student has access to the Internet and appropriate devices.
3. An in-depth discussion of the student's strengths and struggles with input from all team members, including anecdotal and data-based evidence.
4. An exploration of the potential barriers that are inhibiting a student's progress.
5. Documentation of any student or family concerns.
6. An Action Plan that identifies specific actions to be taken by the student, the Educational Coordinator and the parents/guardian, as well as any changes in the student's education plan that may be necessary.
7. A desired outcome will be identified, based on the goals established, as well as the evidence that will demonstrate progress toward this outcome.
8. A follow-up meeting will be scheduled within one month to determine the success of the action plan and other changes.

Intensified Support: Provided to a few students, as needed.
Students who continue to demonstrate a lack of satisfactory progress in independent study at Pivot Charter School, despite supplemental support which has been incorporated, will be offered intensified support. The type of intensified support will be determined based on the student's needs. If intensified academic support is needed, the student will be referred to and meet with Pivot's Director of Student Support Programs regularly to build academic skills. If intensified social/emotional support is needed, the student may be referred to a counselor for a period of up to 4 weeks.

Nondiscrimination Statement

Pivot Charter School ("Pivot") does not discriminate against any person on the basis of actual or perceived disability (mental or physical), gender, gender identity, gender expression, nationality, national origin, ancestry, race or ethnicity, citizenship, immigration status, creed, religious affiliation, sexual orientation, pregnancy status, childbirth, medical condition, marital status, age, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code or otherwise protected by federal, state, local law, ordinance or regulation.

Pivot Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

Pivot does not discourage students from enrolling or seeking to enroll in Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with Pivot's charter and relevant policies.

Pivot does not request nor require student records prior to a student's enrollment.

Pivot is committed to providing a work and educational atmosphere that is free of unlawful harassment and discrimination. Pivot adheres to all provisions of federal law, including but not limited to, Title IX of the Education Amendments of 1972 (sex), Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), the Age Discrimination Act of 1975, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), and Section 504 of the Rehabilitation Act of 1973.

Pivot adheres to the requirements of Title II of the Americans with Disabilities Act of 1990 ("ADA"), as amended by the ADA Amendments Act 2008, and its implementing regulations at 28 C.F.R. 35.101-190, which prohibit discrimination on the basis of mental or physical disability in any program, activity, or employment opportunity offered by Pivot.

Pivot does not condone or tolerate harassment of any type, including but not limited to unlawful discrimination, intimidation, or bullying, including cyber sexual bullying or sexual harassment, by any employee; independent contractor or other person with whom the Charter School does business; student; volunteer; or community member regardless of position or gender. Pivot Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including Appendix G – Know Your Rights can be reviewed via the following link: Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in

Inquiries, complaints, or grievances regarding harassment as described in this section above should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer: **Jayna Gaskell, Executive Director: jgaskell@pivotcharter.org**

Nutritionally Adequate Free Meals
(rev. October 2026)

Pivot Charter School provides a nutritionally adequate breakfast and lunch free of charge to students who request a meal during each school day, regardless of the student's eligibility for federally funded free or reduced-price meals, in accordance with California Education Code Section 49501.5.

Pivot shall make these meals available to any student who requests a meal on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other facility operated by the Charter School.

For information regarding meal availability, please contact the Site Coordinator.

Parent and Family Engagement Policy

Pivot Charter School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written LEA parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (Every Student Succeeds Act [ESSA] Section 1116[a][2]):

> The purpose of this policy is to outline how parents and Pivot Charter School, along with school staff, will share the responsibility for improved student academic achievement and the means by which Pivot Charter School and parents will build and develop a partnership that will help students achieve the state's high standards.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

> Pivot Charter School has developed this written Title I Parent and Family Engagement Policy with input from parents during Parent Trainings, Parent Surveys, and Monthly Family Meetings. All school sites actively engage parents/family members to participate in assessing the needs of the school and their students.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

> To assist and build the capacity of all Title I participating schools, Pivot Charter School employs staff who collaborate with school staff and parents to develop goals, programs, and classes to support parents. These staff members serve as liaisons between parents, schools, and outside community agencies to support efforts to improve student academic performance and parent involvement. In addition, Pivot Charter School is actively involved in:
>
> - Conducting ongoing needs assessments to determine the key needs of students and their families
> - Exploring growth opportunities to enhance services for Pivot students, families, and the greater community
> - Continuously work to improve the awareness and skills of teachers, pupil service personnel, and staff in effectively engaging, communicating, and collaborating with parents as equal partners
> - Ensuring that all information sent home is presented in a language and format that is easily accessible and easily understood by the parents as required
> - Distribute copies of the LEA policies related to parent involvement to each parent
> - Support school sites with resources to strengthen parent engagement and capacity
> - Organize parent education workshops to provide valuable information and support
>
> Pivot Charter School monitors each Title I school to ensure that each school performs the following tasks:
>
> - Creates a Parent and Family Engagement Policy for the site, offering flexible meeting times, and sharing information about the school's program with parents
> - Organizes training sessions for parents to support their child's academic progress, including instruction on school communication tools for real-time access to attendance and achievement data
> - Hosts meetings and training events to keep parents informed about the school's involvement in creating the Parent/Family Engagement Policy and their right to participate

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

The LEA coordinates and integrates Title I, Part A parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. Activities include parent meetings, family workshops, and school family events. Pivot Charter coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. Some of those programs include English Learner and Special Education Day Class. The LEA annually gathers input and feedback from stakeholders through the LCAP survey, as well as parent feedback from training, workshops, and meetings.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

An annual evaluation of the content and effectiveness of this parental involvement policy will be conducted through monthly family meetings, parent training feedback, family workshop feedback, and parent/ family surveys. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. Pivot Charter School will use the findings of the evaluation to design strategies for more effective parental involvement. The policy will be reviewed and revised as necessary.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

While numerous barriers to parent participation exist for both schools and families, some barriers are created by limited resources, while others originate from the beliefs, perceptions, and attitudes of families and school staff.

Pivot Charter School will work to decrease the following common barriers to parent communication:

- Language barriers
- Teachers' assumptions regarding parents' willingness or reluctance to participate
- Limited family resources, such as transportation and childcare
- Parents' lack of familiarity and comfort with the education system and school operations
- Tension between parents and teachers due to parents' past negative school experiences
- Family transiency, which complicates efforts to build lasting relationships between families and school staff
- Parents feeling that their input and concerns are not valued or impactful

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

To effectively support their children's learning, parents and family members need to understand how to:

- Assist with their child's learning by using strategies that align with those implemented by teachers

- Reinforce positive study habits at home by creating designated study spaces and establishing regular routines

Parents also need to be informed about:

- The specific content and methods their children are learning at Pivot Charter School on a consistent basis
- How to foster a partnership that includes regular, two-way communication between home and school.
- To support successful school-family interactions, the district is committed to engaging parents through:
- Parent education workshops hosted by school staff
- A variety of communication methods (ParentSquare, emails, phone calls, school websites, social media)
- Ongoing parent training, family workshops, and family meetings
- Distribution of parent surveys with results aimed at driving improvements
- A school website that provides up-to-date resources for parents to support their children's academic, social, and emotional development
- Enhancing the awareness and skills of teachers and staff in engaging, communicating, and collaborating with parents as equal partners

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

Pivot Charter School abides by the guidelines under ESSA. Each school conducts training, workshops, and monthly family meetings to obtain parent and family input into the use of federal funds on evidence-based strategies to increase student achievement. Pivot Charter School reviews a variety of data sources and, when necessary, provides input and feedback using this information to develop, revise, and review the parent and family engagement policy.

Pivot Charter School's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before September 30, 2025.

Pregnant and Parenting Pupils Policy

Pivot Charter School, in accordance with Education Codes 221.51, 222, 222.5 and 46015, shall not exclude nor deny any pupil from any educational program or activity, including class or extracurricular activity, solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom and shall treat these conditions in the same manner and under the same policies as any other temporary disabling condition.

1. A pregnant or parenting pupil is entitled to eight weeks of parental leave, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. It is the intent of the Legislature that the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, the person holding the right to make educational decisions for the pupil, notify the school of the pupil's intent to exercise this right. Failure to notify the school shall not abridge the rights established by this paragraph or any other right established by this subdivision.
2. A pregnant or parenting pupil who does not wish to take all or part of the parental leave to which they are entitled pursuant to paragraph (1) shall not be required to do so.
3. A pregnant or parenting pupil is entitled to receive more than eight weeks of parental leave pursuant to paragraph (1) if deemed medically necessary by the pupil's physician.
4. When a pupil takes parental leave pursuant to paragraph (1), the supervisor of attendance shall ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.
5. During parental leave taken pursuant to paragraph (1), a local educational agency shall not require a pregnant or parenting pupil to complete academic work or other school requirements.
6. A pregnant or parenting pupil may return to the school and the course of study in which he or she was enrolled before taking parental leave pursuant to paragraph (1).
7. Upon return to school after taking parental leave pursuant to paragraph (1), a pregnant or parenting pupil is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and re-enrollment in courses.
8. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the school in which the pupil was previously enrolled when it is necessary in order for the pupil to be able to complete state and any local graduation requirements, unless the local educational agency makes a finding that the pupil is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
9. A pupil who chooses not to return to the school in which he or she was enrolled before taking parental leave pursuant to paragraph (1) is entitled to alternative education options offered by the local educational agency.
10. In accordance with subdivision (d) of Section 221.51, a pregnant or parenting pupil who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.
11. A pupil shall not incur an academic penalty as a result of his or her use of the accommodations specified in this subdivision.

Additionally, Pivot Charter School shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. Reasonable accommodations under this section include access to a private and secure room with a power source, other than a restroom, to express breast milk or breast-feed an infant child, and access to a place to store expressed breast milk safely.

Safety Plan

Pivot Charter School has developed a school safety plan which is kept on file for review. Staff are trained annually on the safety procedures outlined in the plan and conduct all required safety drills. As stated in Education Code 32282, Pivot Charter School's Safety Manual includes the following:

A. Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

B. (i) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(I) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(ia) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. The department shall provide general direction to school districts and county offices of education on what to include in the school building disaster plan.

(ib) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(ic) Protective measures to be taken before, during, and following an earthquake. (IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(id) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(if) In the event of a natural disaster or emergency that disrupts normal school operations, the school is committed to ensuring uninterrupted access to instruction for all students. To support continuity of learning, students will be provided with a school-issued laptop and a wireless hotspot as needed, enabling them to access their online curriculum from any location with cellular coverage. In addition to independent access to curriculum, the school will continue to provide direct instruction online, including workshops in core content areas led by credentialed teachers. Online tutoring with credentialed teachers will also be available to support student learning. Furthermore, all special education services will continue to be delivered in a virtual environment, ensuring that students with IEPs receive the support and accommodations outlined in their plans. These measures ensure that every student can maintain academic progress and receive appropriate support, even during emergency situations.

(II) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(ii) The evaluation of a comprehensive school safety plan pursuant to subdivision (d) and the review of a school safety plan pursuant to clause (iii) of subparagraph (F) of paragraph (5) of subdivision (c) of Section 47605 or clause (iii) of subparagraph (G) of paragraph (5) of subdivision (b) of Section 47605.6, as applicable, shall include ensuring that the plan includes appropriate adaptations for pupils with disabilities, as required pursuant to clause (i).

(iii) (I) After the first evaluation or review, as applicable, for purposes of subdivision (d) and clause (ii) is conducted, and

after each annual evaluation or review thereafter, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school site council, school safety planning committee, or charter school, as applicable, to make appropriate modifications to the comprehensive school safety plan or school safety plan, as applicable, during the evaluation of the comprehensive school safety plan pursuant to subdivision (d) or the review of the school safety plan pursuant to clause (iii) of subparagraph (F) of paragraph (5) of subdivision (c) of Section 47605 or clause (iii) of subparagraph (G) of paragraph (5) of subdivision (b) of Section 47605.6, as applicable. The school principal may direct the school site council, the school safety planning committee, or the charter school, as applicable, to make such modifications before the evaluation of the comprehensive school safety plan pursuant to subdivision (d) or the review of the school safety plan pursuant to clause (iii) of subparagraph (F) of paragraph (5) of subdivision (c) of Section 47605 or clause (iii) of subparagraph (G) of paragraph (5) of subdivision (b) of Section 47605.6, as applicable.

(II) Subclause (I) does not prohibit a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves from bringing their concerns to the school principal before an evaluation or review, as applicable, for purposes of subdivision (d) and clause (ii) is conducted.

(iv) All deliberations of the school site council, school safety planning committee, or charter school, as applicable, related to individual pupils with disabilities for purposes of the requirements of clauses (i) to (iii), inclusive, shall be subject to applicable state and federal laws regarding the privacy of pupil information.

C. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
D. Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
E. A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
F. The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
H. A safe and orderly environment conducive to learning at the school. (I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.
I. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.
J. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.
K. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.
L. For schools that serve pupils in any of grades 7 to 12, inclusive, a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

School-Parent Compact

Pivot Charter School and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (Every Student Succeeds Act [ESSA] Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Pivot Charter School's independent study program, supplemented by resource center programs, is designed to empower students to meet state academic standards. The core curriculum is delivered through independent study, providing a flexible learning environment. Resource centers offer valuable supplemental support, enhancing academic success and fostering a sense of community through diverse in-person programs. All students benefit from universal support, including ELA and Math benchmark assessments, attendance and work completion monitoring, behavior monitoring, and social-emotional learning surveys. Personalized learning is emphasized through small group workshops focused on curriculum and skill building, and a personalized course overview for the year. Crucially, all students and families have access to a personal Educational Coordinator (EC) who provides consistent communication, progress monitoring, goal-setting assistance, and problem-solving support through monthly in-person meetings. For students identified as needing additional academic support, Pivot Charter School implements a Multi-Tiered System of Supports (MTSS), providing targeted interventions to maximize their potential to achieve state standards.

Parents/guardians must meet with their Educational Coordinators with their student face to face at the resource center at minimum monthly to review the student's progress. If a student is struggling with independent study, more frequent meetings may be necessary. It is the EC's responsibility to work with families and the administration to do whatever is possible to ensure the student's academic success. Parents must participate daily in their student's academic program and communicate frequently with their teachers.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
(B) frequent reports to parents on their children's progress;
(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
(D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Parents/guardians and students must meet with their Educational Coordinators at least monthly to review the student's progress. If a student is struggling with independent study, more frequent meetings may be necessary. It is the EC's responsibility to work with families and the administration to do whatever is possible to ensure the student's academic success. Parents must participate daily in their student's academic program and communicate frequently with their teachers. Pivot Charter School, to the extent possible, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format that is practicable and in a language that parents can understand.

This Compact was established by Pivot Charter School on 2/20/2025, and will be in effect for the period of 1 year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before September 31st, 2026

Search and Seizure Policy

Statement of Findings: Pivot Charter School ("Pivot" or "Charter School") recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Pivot Charter School rules and regulations jeopardizes the health, safety and welfare of students and Charter School employees. The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Pivot Charter School adopts this policy outlining the search of students and their property, and/or student use areas and the seizure of illegal, unauthorized or contraband materials in the search.

Notice: Written notice of this policy shall be provided to students and their parents and/or guardians at the commencement of each school year and upon enrollment during the school year. A summary of this policy shall also be placed in the Student Handbook and other materials, as appropriate, to be disseminated by Charter School to students, parents and/or guardians and Charter School employees. In addition, Charter School shall place signs and/or other posted notifications on campus regarding this policy, as appropriate.

Student Searches: A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable suspicion that the student has violated or is violating either the law or Pivot Charter School rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations. Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch. Any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a strip search be conducted by school officials, including asking a student to remove or arrange some or all of their underclothing, and/or inspecting parts of the student's underclothing or body.

Student Use Areas: Student use areas, including, but not limited to, instructional and recreational space, are school property and remain at all times under the control of Pivot Charter School. Periodic general inspections of instructional space and other areas of the school may be conducted by school officials for any reason at any time without notice.

Lockers, Storage Cubbies or Files, and cubicles: Student lockers, storage cubbies or files, coat racks, and cubicles are school property and remain at all times under the control of Pivot Charter School. Students shall assume full responsibility for the security of their lockers, storage cubbies or files, coat racks, and cubicles. Student lockers, storage cubbies or files, coat racks, and cubicles may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of lockers, storage cubbies or files, coat racks, and cubicles on school campus by any student shall constitute consent by the student to the search of such lockers, storage cubbies or files, coat racks, and cubicles by authorized school personnel and/or law enforcement. Inspections of lockers, storage cubbies or files, coat racks, and cubicles may be conducted by school personnel and/or law enforcement.

Seizure of Illegal, Unauthorized, or Contraband Materials: If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

Discipline: If illegal, unauthorized, or contraband materials are discovered during a search, including but not limited to searches conducted by school officials, trained detection dogs or metal detectors, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Pivot Charter School's discipline policies and procedures. Pivot Charter School shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

Section 504

The Board of Directors of Pivot Charter School ("Pivot" or "School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs aid and services (and the student has not been found eligible under IDEA), that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Pivot does not assess a student after a parent/guardian has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards. Pivot shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Pivot shall periodically review the student's progress and placement.

Pivot does not discriminate on the basis of disability or any other characteristic protected under law. Pivot will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES

Definitions

1. Academic Setting – the regular, educational environment operated by Pivot.
2. Individual with a Disability under Section 504 – An individual who:
    A. has a physical or mental impairment that substantially limits one or more major life activities;
    B. has a record of such an impairment; or
    C. is regarded as having such an impairment.

3. Evaluation – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. 504 Plan – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
5. Free Appropriate Public Education ("FAPE") – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. Major Life Activities - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating,
interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. Physical or Mental Impairment –
   A. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
   B. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. 504 Coordinator – The student's Educational Coordinator shall serve as the School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator.
9. Has a record of such an impairment - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. Is regarded as having an impairment - means
   A. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity.
   B. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

Referral, Assessment and Evaluation Procedures
1. Pivot will evaluate any student who, because of disability, needs or is believed to need aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator, who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
3. Pivot has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas

of disability to evaluate whether the student is a student with a disability under Section 504 and what needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:
   A. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
   B. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
   C. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the aids and services needed. The Plan will specify how the aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make accommodations or modifications in the classroom for the student shall be informed of the services, accommodations, or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Pivot shall immediately implement a student's prior 504 Plan, when a student enrolls at the School. Within thirty (30) days of starting school, Pivot shall schedule a 504 Team meeting to review the existing 504 Plan. Pivot shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

Procedural Safeguards

- Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
    - Examine relevant records
    - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
    - Have the right to file a Uniform Complaint pursuant to school policy
    - Seek review in federal court if the parents/guardians disagree with the hearing decision.
- Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the Educational Coordinator in writing. Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.
- The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings.
- If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
    - The specific decision or action with which the parent/guardian disagrees.
    - The changes to the 504 Plan the parent/guardian seeks.
    - Any other information the parent/guardian believes is pertinent.
- Within five (5) calendar days of receiving the parent/guardian's request for a hearing, Pivot may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:
    - Mediation by a neutral third party.
    - Review of the 504 Plan by the Executive Director or designee.
- Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
- Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
- The parent/guardian and the School shall be afforded the rights to:
    - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.

    - Present written and oral evidence.
    - Question and cross-examine witnesses.
    - Receive written findings by the hearing officer.
- The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
- If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
- Pivot shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have Pivot advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Pivot make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Pivot.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement. 10.Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
10. Obtain a response from Pivot to reasonable requests for explanations and interpretations of your child's records.
11. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Pivot refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
12. Request mediation or file a grievance in accordance with Pivot's Section 504 mediation grievance and hearing procedures, outlined above.
13. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
14. File a formal complaint pursuant to Pivot's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
15. File a formal complaint with the U.S. Department of Education.

    Office for Civil Rights, U.S. Department of Education - San Francisco Office
    50 United Nations Plaza
    San Francisco, CA 94102
    (415) 486-5555 PHONE
    (415) 486-5570 FAX
    Email: OCR.SanFrancisco@ed.gov
16. Be free from any retaliation from Pivot for exercising any of these rights. Please contact your Educational Coordinator, 504 Coordinator, or Site Administrator with any questions regarding the information contained herein.

Sexual Health Education & Human Trafficking Prevention

Sexual Health Education: Pivot offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. Pivot does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to Pivot.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Pivot personnel or outside consultants. When Pivot chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - ○ The date of the instruction
    - ○ The name of the organization or affiliation of each guest speaker
    - ○ Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to Pivot. A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if Pivot has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity may be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Human Trafficking Prevention: California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Pivot believes it is a priority to inform our students about (1) prevalence, nature of, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking. In accordance with the California Healthy Youth Act, Pivot will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of instruction on prevention of human trafficking. An opt-out form is available from your Educational Coordinator for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.
Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Pivot's website for your review.

Social Media

Purpose: The Board of Directors of Pivot Charter School ("Pivot" or "Charter School") recognizes the value of technology such as social media platforms to gather information that pertains directly to school safety or to pupil safety. As such, the purpose of this Social Media Policy ("Policy") is to comply with California Education Code Section 49073.6 regarding the consideration and adoption of a program to gather or maintain in Pivot records any information about any enrolled students obtained from social media.

Definitions: For purposes of this Policy, the following terms have the following meanings:

a. "Educational purposes" means for purposes that aid in instruction in the classroom or at home, or in classroom administration.
b. "Social media" means an electronic service or account, or electronic content, including, but not limited to, videos, still photographs, blogs, video blogs, podcasts, instant and text messages, email, online services or accounts, or Internet Web site profiles or locations.
c. "Social media" shall not include an electronic service or account used exclusively for educational purposes or primarily to facilitate creation of school-sponsored publications, such as a yearbook or student newspaper, under the direction or control of a school, teacher, or yearbook adviser.

Requirements and Limits on Monitoring Social Media: The Charter School shall do all of the following:

a. Gather or maintain only information that pertains directly to school safety or to student safety.
b. Provide a student with access to any information about the student gathered or maintained by the Charter School that was obtained from social media, and an opportunity to correct or delete such information.
c. Destroy information gathered from social media and maintained in its records within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first.

Notification of Parents/Guardians: The Charter School shall notify each parent or guardian of a student subject to the program that the student's information is being gathered from social media and that any information subject to this Policy maintained in the Charter School's records with regard to the student shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. The notification shall include, but is not limited to: (i) an explanation of the process by which a student or a student's parent or guardian may access the student's records for examination of the information gathered or maintained pursuant to this Policy; and (ii) an explanation of the process by which a student or a student's parent or guardian may request the removal of information or make corrections to information gathered or maintained pursuant to this Policy.

Removal or Correction of Records: A student's parent or guardian may access their child's records for examination of the information gathered or maintained under this Policy and may request the removal of information or make corrections to information by contacting the Charter School Executive Director or designee at Roads Education Organization 1350 E 9th St, Suite 150, Chico, CA 95928. The process for requesting removal or correction is as follows: Any request for removal or correction of a student's records must be made in writing and submitted within thirty (30) calendar days of the discovery of the alleged error. The Charter School will follow its School Records Policy in considering any request for correction. A request to remove or correct any record does not give a parent or guardian a right to have the record removed or corrected. The Charter School will respond within thirty (30) calendar days of the receipt of the request for removal or correction. The Charter School's response will be in writing. If the Charter School determines that the record is inaccurate, the Charter School will remove or correct the record or the inaccurate portion thereof. However, the Charter School will maintain records that it determines are reasonably accurate and/or reasonably related to current or future student or employee discipline matters. If the request for removal or correction is denied, the Charter School will set forth the reason(s) for the denial, which will include but not be limited to the potential reasons noted above, and inform the parent or guardian of his or her right to a hearing challenging the content of the record. The Charter School will also note any objection to an adverse decision in the student's records if so requested by the parent or guardian.

Contracts with Third-Parties: Subject to future amendments of this Policy by the Board, the Charter School will not contract with a third party to gather information regarding an enrolled student from social media. If the Board amends this Policy to permit such a third-party contract, this Policy shall require the contract to comply fully with the provisions of Education Code Section 49073.6 and any other applicable local, state, or federal law.

Special Education Policy

The Board of Directors of the Pivot Charter Schools ("Pivot" or the "Charter School") recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education ("FAPE") in the least restrictive environment. Accordingly, this Policy has been adopted consistent with Education Code section 56195.8.

Identification, Referral, and Evaluation for Special Education

Charter School shall follow applicable state and federal law and regulations and Special Education Local Plan Area ("El Dorado Charter SELPA") policy with respect to the identification, referral, and assessments of students for special education and related services. Special Education at Pivot Charter School ensures the rights of students with disabilities to a free and appropriate public education under the Individuals with Disabilities Education Act (IDEA) 2004.

Charter School has established specific processes and multifaceted interventions that drive supportive, unbiased, nondiscriminatory responses to the complexity of our students' needs. Such interventions and remedial processes allow all students at Pivot to have equitable access to supportive, positive learning opportunities. Charter School is increasing recruitment of a diverse teaching force, providing training on culturally responsive education, and implementing interventions through the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) frameworks. These systems will drive data-based decision-making processes to improve educational outcomes for all students, in both general and special education.

Individualized Education Program ("IEP") Team Meetings

Pivot shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.
Charter School shall also review, at the request of a student's general or special education teacher, the student's assignment to their class. A mandatory IEP meeting shall be convened if the review indicates a change to the student's placement, instruction, related services, or any combination thereof may be required. The Education Specialist, School Psychologist, and Director of Special Education shall be responsible for completing the review within fifteen (15) school days of the teacher's request.

Procedural Safeguards

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy.
Please visit https://charterselpa.org/program-support/procedural-guide/ for a copy of your procedural safeguards.

Nonpublic, Nonsectarian Services

Pivot may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at Pivot is not available in accordance with Education Code section 56366 and Section 3062 of Title 5 of the California Code of Regulations. When entering into agreements with nonpublic, nonsectarian schools ("NPSs") or agencies ("NPAs"), Pivot shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.
In accordance with Education Code section 56366.1, when entering into a Master Contract with an NPS where Pivot has not previously placed a student, the Charter School shall conduct an onsite visit to the NPS at the time of placement. Pivot shall also conduct at least one onsite monitoring visit to the NPA during each school year in which the Charter School has a student attending pursuant to a Master Contract. The monitoring visit shall include the following:

- A review of services provided to the student through the individual service agreement between Pivot and the NPS;
- A review of progress the student is making toward the student's IEP goals;
- A review of progress the student is making toward the goals set forth in the student's behavior intervention plan;

- If applicable, an observation of the student during instruction;
- A walkthrough of the facility; and
- Any other reviews and/or observations deemed necessary by Pivot.

Pivot shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

Pivot shall employ or contract with certificated resource specialists (also referred to as Education Specialists at Pivot Charter School) to provide services for students with disabilities which shall include, but not be limited to:

1. Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of the school day. Students shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team.
2. Providing information and assistance to students with disabilities and their parents/guardians.
3. Providing consultation, resource information, and materials regarding students with disabilities to their parents/guardians and regular education staff members. 4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program. 5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team.
6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life.

Pivot's resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization.
2. Teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing.
3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The Director of Special Education shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy. No resource specialist shall have a caseload which exceeds twenty-eight (28) students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, section 3100.

Transportation: Charter School shall ensure appropriate, no-cost transportation services are provided for students with disabilities if specified in their IEP as a related service when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or
other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

When transportation services are required, the Director of Special Education or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Director of Special Education or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.
Guide dogs, signal dogs and service dogs trained to provide assistance to persons with disabilities may be transported in a school bus when accompanied by students with disabilities, teachers with disabilities, or persons training the dogs.

Pivot Charter School shall ensure that all school buses, school student activity buses, youth buses and childcare motor

vehicles, whenever they may be used, are equipped with an operational child safety alert system. Charter School shall ensure that all buses are equipped with a passenger restraint system.
Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. § 571.222). Pivot shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

Information on the Number of Individuals with Exceptional Needs: Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Independent Educational Evaluations

A. IEE at Parent Expense

Charter School acknowledges that a parent/guardian has the right to obtain an independent educational evaluation(s) ("IEE") at their own expense at any time. In these circumstances, the Director of Special Education or designee(s) shall ensure that the student's IEP team shall consider the results of the IEE when determining an offer of a FAPE for the student. However, the results of an IEE will not dictate the IEP team's determinations.

If a parent/guardian requests reimbursement for an IEE assessment obtained by the parent/guardian at their own expense, the Director of Special Education or designee(s) shall ensure that the unilaterally obtained IEE meets the following criteria:

1. The parent disagreed with the Charter School's evaluation and the Charter School received a request within a reasonable time after receipt of the results of the evaluation.
2. The parent timely and upon request provided the Charter School with written consent to exchange information with the examiner.
3. The private evaluation meets all criteria contained in this Policy. 4. The parent timely provided a copy of the written evaluation report and all other documents\tests related to the report.
5. The examiner attends the relevant IEP team meeting by phone or in person to discuss their findings and provides protocols of all assessments to Pivot Charter School.

The reimbursement will be in an amount no greater than the actual cost to the parents. Parents may only be reimbursed for one (1) IEE for each assessment area or discipline with which they disagree.

In all cases, if Pivot Charter School initiates a due process hearing to show that Pivot Charter School's evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

B. IEE at Public Expense

Charter School recognizes that federal and state laws provide parents/guardians of students with disabilities with the right to obtain an IEE, at public expense, when the parent/guardian disagrees with an assessment conducted by Charter School within the last two (2) years. Parents may only receive one (1) IEE for each assessment area or discipline with which they disagree.

The Director of Special Education or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense, Pivot Charter School shall provide the parent/guardian with a copy of their Procedural Safeguards and, without unnecessary delay, either:

1. Initiate a due process hearing to show that the evaluation, completed by the Charter School, is appropriate; or
2. Provide the parent/guardian with information about where an IEE may be obtained, the Charter School's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

Should the Charter School grant the parent's request for an IEE, the Director of Special Education or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation.
2. Charter School does not impose conditions or timelines related to obtaining an IEE at public expense.

3. All assessments shall be completed by persons competent to perform the assessment as determined by Charter School. The parent has the right to choose the examiner.
4. If the original evaluation completed by Charter School included in-class observation of the student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting.
5. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by Charter School.
6. The evaluator must prepare and sign a full evaluation report containing: a. A list of all information/data reviewed.
   b. A clear explanation of the testing and assessment results. c. A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and sub-test scores reported in standard, scaled or T-score format.
   d. A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
   e. Recommendations for IEP team consideration for educational programming and, if appropriate, placement that is educationally relevant and realistic within a public educational setting.

The cost determination for an IEE shall be comparable to the costs incurred by Charter School when it uses its own employees or contractors to complete an assessment, whenever possible and shall reflect reasonable and customary rates for such services in the area. As a result, the Director of Special Education or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated (*once every three (3) years*) and determined by averaging the cost of the following three factors:

1. The cost of an assessment provided by a Charter School employee. 2. The cost of an assessment provided by a neighboring local educational agency.
3. The cost of an assessment provided by a private service provider, with appropriate qualifications, within 40 miles from the Charter School.

The Director of Special Education or designee(s) shall ensure a parent/guardian may demonstrate that unique circumstances, related to the student's education need(s), justify a financial waiver of any cost as defined by Charter School.

The Director of Special Education or designee(s) shall ensure a parent/guardian voluntarily has their private health insurance pay the costs of the IEE if covered by their insurance. However, Charter School recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian, including but not limited to:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy;
2. An increase in premiums or the discontinuance of the policy; or 3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

State Mandated Testing Policy

Pivot Charter School recognizes that in order to continue to offer innovative and alternative educational programs, we, as educators, must abide by the governing laws that allow us to exist. One of the most vital differences between charter schools and traditional public schools is that charter schools are performance-based. Charter schools are only legislatively granted the right to exist if they show academic improvement, typically on their students' state standardized test results. The California Department of Education measures that performance primarily by our school's standardized test scores. The two components that are crucial are:

- a minimum participation level of 95%
- continuing to meet the goals of increasing student performance (i.e. our school scores)

All students enrolled with Pivot Charter School are required to participate in state-mandated annual assessment tests. Testing is usually facilitated at Pivot's resource centers, and the schedule is sent to families in the Spring. Parents and students are responsible for transportation to and from testing facilities unless transportation is stipulated in a student's individual education plan.

California Assessment of Student Performance and Progress (CAASPP): The School shall annually administer required state testing to the applicable grades (typically grades 3-8, 11, and 12). Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse their child from any or all parts of the state assessments shall be granted.

English Language Proficiency Assessments for California (ELPAC): The School shall annually administer required state testing to the applicable students (e.g. students identified as English Learners). Parents or guardians may not request to excuse their child from any or all parts of this state assessment.

Student Freedom of Speech and Expression Policy

The Board of Directors of Pivot Charter School ("Pivot" or "Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

On-Campus Expression: Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on Pivot Charter School's website and online media shall generally be afforded the same protections as print media within the Policy.
Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.
Unprotected Expression includes the following:

1. Obscenity: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. Defamation: Libel (written defamation) and Slander (oral defamation), which include false statements of fact that harm a person's reputation, made with actual malice regarding public officials (which includes Pivot Charter School staff) or with negligence regarding private individuals.
3. Discriminatory Material: material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these
actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. Harassment (including sexual harassment), Intimidation and/or Bullying: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Pivot Charter School.
5. Fighting Words: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. Vulgarity and/or Profanity: the continual use of curse words by a student, even after warning.
7. Violating Privacy: publicizing or distributing confidential or private material without permission.

Distribution of Circulars, Unofficial Newspapers, and Other Printed Matter: Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to Pivot Charter School's Executive Director, Site Administrator, or designee at least five (5) school days prior to distribution. Pivot Charter School's Executive Director, Site Administrator, or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of Pivot Charter School's Executive Director, Regional Site

Administrator, or designee to
the Board, which shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place before school, after school, and/or during break time provided there is no substantial disruption in the school programs (as determined by Pivot Charter School's Executive Director, Site Administrator, or designee). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by Pivot Charter School Executive Director, Site Administrator, or designee).

Pivot Charter School's Executive Director, Site Administrator, or designee shall work with the requesting student in the development of these procedures. Student responsibilities shall be emphasized.

Official School Publications: Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy. The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Pivot officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to Pivot Charter School's Executive Director, Site Administrator, or designee.

Buttons, Badges, and Other Insignia of Symbolic Expression: Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy and dress code policy.

Use of Bulletin Boards: Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of the requesting student and Pivot's Site Administrator. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

Organized Demonstrations: Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of Pivot Charter School or as an official school group at any time unless authorized by Pivot Charter School to participate in the activity. Missing scheduled school program time or schoolwork to attend an organized demonstration is not an excused absence. Pivot Charter School will follow its Attendance Policy when determining consequences for students, which may include but are not limited to a low grade for a missed test or required work, MTSS advancement, or receiving a truancy letter. Pivot Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Pivot Charter School's policy is violated.

Off-Campus Expression: Off-campus student expression, including but not limited to student expression on off-campus internet websites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. Pivot Charter School's Executive Director, Site Administrator, or designee shall document the impact the expression had or could be expected to have on the educational program.

Enforcement

1. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance. Pivot Charter School's Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Pivot Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the Pivot campus.
3. No Pivot employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. Pivot shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints: A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with Pivot by following the Charter School's Dispute Resolution Policy.

Student Use of Technology Policy
(rev. October 2026)

The Board of Directors of Pivot Charter Schools ("Pivot" or the "Charter School") finds that new technologies are modifying the way in which information may be accessed, communicated, and transferred. Those changes also alter instruction and student learning. Pivot Charter School offers students access to technologies that may include internet access, electronic mail and equipment such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by Pivot Charter School will be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

- "Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Pivot Charter School approved personal research activities, or other purposes as defined by Pivot Charter School from time to time.
- "Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Approved Use of Charter School Technology: Use of Pivot Charter School equipment and access to the Internet via Pivot Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Pivot Charter School resources only in a manner specified in the Policy.

Notice and Acceptable Use Agreement: Pivot Charter School shall notify students and parents/guardians about authorized uses of Pivot Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities. Before a student is authorized to use Pivot Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold Pivot Charter School or any Pivot Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless Pivot Charter School and Pivot Charter School personnel for any damages or costs incurred.

Student Accounts, Third-Party Software, and Educational Tools Consent Clause: By enrolling in Pivot Charter School and agreeing to this Policy, parents, legal guardians, and students explicitly grant consent for Pivot Charter School to create, manage, and maintain necessary student accounts. This includes, but is not limited to, student accounts for Google Workspace for Education and third-party educational software, applications, platforms, and Google Chrome extensions or add-ons deemed appropriate by Pivot to support and deliver its educational programs. Pivot Charter School reserves the right to select, deploy, and utilize appropriate software applications, digital learning tools, and Google extensions or add-ons at its discretion to facilitate learning, enhance productivity, and ensure internet safety and security.

Safety: The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While Pivot Charter School is able to exercise reasonable control over content created and purchased by Pivot Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Pivot Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate content on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Pivot computers, laptops, or tablets to access the internet or online services at a Pivot Resource Center and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Pivot equipment, including but not limited to their child's access to the internet and any online

services through such equipment, at any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
The Executive Director, Director of Student Services, or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication. The Executive Director, Director of Student Services, or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying[1]. Students are expected to follow safe practices when using Pivot Charter School technology.

Pivot advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and to emphasize that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone, including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that, if acted upon, could cause damage, present a danger, or cause disruption to Pivot Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Pivot Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director, Director of Student Services, or designee shall oversee the maintenance of Pivot Charter School's technological resources and may establish guidelines and limits on their use.
All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.
Student use of Pivot Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with Pivot Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited or revoked at any time, and may be subject to discipline, including but not limited to suspension or expulsion per school policy.
<u>Additional Notes</u>

- ❖ Internet access is **required** for all Pivot Charter School students.
- ❖ Students will not plagiarize works they find on the internet; please refer to the Plagiarism Policy for more details.
- ❖ Students are to use school site computers when at the resource center.
- ❖ Pivot Charter School is not responsible for personal computers or mobile devices brought to school.
- ❖ Students may make written requests to the Site Administrator if they believe a content filter is blocking access

to appropriate sites needed for school/educational purposes.

Internet Etiquette (Netiquette): When using the Internet, there are widely accepted rules and behaviors to follow. At times, being online can feel “pretend” because you cannot see the person you are communicating with. Students must remember they are dealing with real people online, and they should use the same manners they would use in a traditional school setting. It is also important to note that once the student logs on to the curriculum website(s), all communication and activity is permanently recorded. Below are some general netiquette guidelines to follow:

- ❖ Be polite. Use appropriate language.
- ❖ Avoid language and uses that may be offensive to other users.
- ❖ Do not reveal or request personal information.
- ❖ Respect the intellectual property of other users and information providers.

[1] “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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

As used in connection with “bullying,” an “electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
    - Posting to or creating a “burn page” (i.e., an Internet Web site created for the purpose of bullying).
    - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a “credible impersonation” means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects of bullying. A “false profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying. The term “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Acceptable Use Agreement

Pivot Charter School believes that providing access to technology enhances the educational experience for students. However, student use of Pivot Charter School computers, equipment, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher, and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computer lab or workshop room), and for other educational purposes.
3. **Protection Measures.** While Pivot Charter School is able to exercise reasonable control over content created and purchased by Pivot Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Pivot Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold Pivot Charter School or any Pivot Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless Pivot Charter School, Pivot Charter School staff, employees, officers, directors, and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Pivot equipment, including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Pivot equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software, and bandwidth are shared and limited resources, and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
        a. Playing games or online gaming.
        b. Downloading software, music, movies, or other content in violation of licensing requirements, plagiarism, copyright or other intellectual property rights.
        c. Installing software on Pivot Charter School equipment without the permission of a teacher.
        d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
        e. Conducting any activity that is in violation of Pivot Charter School policy, the student code of conduct or local, state or federal law.
        f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
        g. Conducting for-profit business.
        h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
        i. Using any software or proxy service to obscure either the student's IP address or the sites that the

student visits.

j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Pivot Charter School and provided to students for educational purposes. Pivot Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. Pivot Charter School reserves the right to access stored computer records and communications, files, and other data stored on Pivot Charter School equipment or sent over Pivot Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Pivot Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of
individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Pivot Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Pivot Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Academic Integrity Policy, Academic Honesty Policy, Suspension and Expulsion Policy, and applicable laws. Additionally, a student who violates the technology policy may have their access denied.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Pivot encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Acceptable Use and Consent Form

This Acceptable Use Agreement outlines your responsibilities and required acknowledgments and those of your child when he/she uses Pivot Charter School's technological resources, including school-managed accounts, the Internet/World Wide Web, and electronic mail (e-mail). Students in grades K-12 are provided with a Pivot Google account that allows them to access email, documents, and many other learning tools. This school-provided account should only be used for educational purposes. All users shall comply with this Acceptable Use Agreement and Pivot's Student Use of Technology Policy, available on our school website. By signing this form, I affirm that I have read Pivot's Student Use of Technology Policy and understand the following:

- I understand that computer and internet access is required for all Pivot Charter School students, and if I need assistance obtaining these things, I will inform school personnel.
- I understand school devices and accounts should only be used for educational purposes

- I understand that I must report any misuse of the network or internet to a teacher, administrator or appropriate school personnel.
- I understand that if my child or I use school accounts or devices inappropriately the access can be terminated and my child may face other disciplinary measures.
- I understand that school account, device, and internet usage is not private.
- I understand that if I borrow a school device, I must not damage the materials and I will return devices by the last day of enrollment.

Students Temporarily in Juvenile Hall

Students who are temporarily placed in juvenile detention are provided with educational instruction and services through juvenile court schools (Ed. Code 48645.1). When a student enters a juvenile detention facility, the student will be enrolled in the juvenile court school. Education Code stipulates that a student cannot be enrolled in more than one school at a time. Students will be withdrawn from Pivot while they are attending juvenile court schools.

Re-Enrollment: If Pivot Charter School is the student's school of origin, and based on a collaborative determination by the youth, educational rights holder and the school, it is found to be in the student's best interest to attend Pivot, an enrollment position will be reserved. Pivot will work with juvenile court school personnel and appropriate legal authorities to ensure a smooth and supportive transition back to Pivot Charter School. Pivot will recognize any full or partial credit that is granted by the juvenile court school program in which the student was enrolled.

Requirements: Students must complete a re-enrollment form and sign another master agreement before they are fully re-enrolled with Pivot after their placement.

Transition Meeting: A Support Plan meeting must be held prior to the student beginning classes at Pivot Charter School in order to support the student's transition into the online independent study setting. This meeting shall include participation of, at minimum, the student, student's parents or guardians, and all appropriate Pivot Charter School staff including, but not limited to, a school counselor, the education team (i.e. the general education teacher and special education teacher, as applicable), and an administrator.

Surveys About Personal Beliefs

Unless a parent/guardian gives written permission (for students under age 18), a student will not be given any test, questionnaire, survey, or examination containing any questions about their, or their parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Suspension and Expulsion Policy and Procedures

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Pivot Charter School.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.*

This policy shall serve as the charter school's policy and procedures for student suspension and expulsion. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. The policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, 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.

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 Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 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 Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily

removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

A. **Grounds for Suspension and Expulsion of Students:** A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

B. **Enumerated Offenses - Suspension**

Discretionary Suspension Offenses: A student may be suspended for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force of violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, 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.
d. 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 a controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
k. 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.

Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

Except as provided in Education Code Section 48901.1:

(a) A pupil enrolled in a charter school in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, and those acts shall not constitute grounds for a pupil enrolled in a charter school in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(b) A pupil enrolled in a charter school in any of grades 6 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This subdivision is inoperative on July 1, 2025.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
m) 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.
n) 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.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma.
p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which 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. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.
t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of
having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above.

“False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. **Non-Discretionary Suspension Offenses**: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, 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 Executive Director or designee's concurrence. b) Brandishing the knife at another person.
c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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 Executive Director or the Executive Director's designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive 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 their version and evidence in their defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) 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.

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.

For suspensions of fewer than 10 days, Pivot Charter School will provide oral or written notice of the charges against the student. If the student denies the charges, the school will provide an explanation of the evidence that supports the charges, and an opportunity for the student to present their side of the story.

For suspensions two or more days, Pivot Charter School will provide, upon request, the homework the student would have been assigned. If an assignment is turned in upon return from suspension (or within the timeframe given by the teacher) is NOT graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade.

For expulsions or suspensions of ten (10) days or more, Pivot Charter School will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, Pivot will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

2. *Notice to Parents/Guardians*: At the time of suspension, the Executive Director 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 Expulsion*: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents/guardians, unless the pupil and the pupil's parents/guardians fail to attend the conference.

This determination will be made by the Executive 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. **Enumerated Offenses – Expulsion**

1. **Discretionary Expellable Offenses**: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) 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.

d) 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.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) 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.

m) 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.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which 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. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply

to pupils in any of grades four to 12, inclusive.
r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.
s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile
educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation”means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

subparagraphs (i) to (iv) , inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. **Non-Discretionary Expellable Offenses**: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, 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 Executive Director or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. **Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

F. **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 Executive 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 (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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 Charter School's disciplinary rules that 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 and/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.

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

The Charter 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 that shall be examined only by the Charter 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 Charter 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 Administrative Panel, 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 Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel 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 entity 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 their 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 circumstances 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, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. **Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students With Disabilities**

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the charter school, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the charter school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review it and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the charter school agree to a change of placement as part of the modification of the behavioral

intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

If the parent/guardian of a child with a disability disagrees with any decision regarding placement or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, they may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to charter school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other charter school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other charter school supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians;

however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, if the parent/guardian has refused services, or if the student has been evaluated and determined to not be eligible.

I. **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.

J. **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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

For expulsions or suspensions of 10 days or more, Pivot Charter School will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, Pivot will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

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 their 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 Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. **Written Notice to Expel**

The Executive 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:

a. Notice of the specific offense committed by the student

b. 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 Charter School

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

a. The student's name

b. The specific expellable offense committed by the student

L. **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

M. **No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board’s decision to expel shall be final.

N. **Expelled Pupils/Alternative Education**

Parents/guardians of 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.

O. **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.

P. **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 Executive Director or Director of Student Services after the Executive Director or the Director of Student Services has met with the pupil and parent/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 Executive Director or Director of Student Services will notify the parent/legal guardian of their decision in writing to the email provided by the parent/legal guardian within 5 business days of parental/guardian meeting, assuming that all required documentation was
presented to the school. If the parent/legal guardian wishes to appeal the decision of the Executive Director/Director of Student Services, they may submit their request in writing, providing documentation and testimony supporting their appeal. The Executive Director/Director of Student Services will submit the appeal to the Board at the next regularly scheduled Governing Board decision. The Board shall make a final decision regarding admission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The decision of the Governing Board shall be final. The Decision will be provided to the parent/legal guardian in writing to the email provided to the school, within 5 business of the Governing Board meeting. The pupil's admission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Q. **Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Pivot Charter Schools ("Pivot") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

Pivot does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[3] Pivot will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Pivot's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Pivot does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Pivot Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

U.S Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Phone: 800-421-3481
Email: OCR@ed.gov

Definitions

Prohibited Sex Discrimination
Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Pivot. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment
Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Pivot to provide an aid, benefit, or service under Pivot's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Pivot's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    - The degree to which the conduct affected the complainant's ability to access Pivot's education program or activity;
    - The type, frequency, and duration of the conduct;

[3] Pivot complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

    - The parties' ages, roles within Pivot's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in Pivot's education program or activity.

- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.

- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.

- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    - Fear for the person's safety or the safety of others; or
    - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Pivot.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Pivot's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Pivot's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Pivot's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Pivot that objectively can be understood as a request for Pivot to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Pivot whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Pivot has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Pivot's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Pivot's education program or activity, including measures that are designed to protect the safety of the parties or Pivot's educational environment; or (2) provide support during Pivot's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Governing Board of Pivot ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Kareen Poulsen (Director of Student Services)
707-843-4676
kpoulsen@pivotcharter.org
2999 Cleveland Avenue
Santa Rosa, CA 95403

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Jayna Gaskell

Executive Director
1390 E 9th St Suite 190
Chico, CA 96145
530-906-0658
Jgaskell@pivotcharter.org

The Coordinator is responsible for coordinating Pivot's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decision maker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Pivot's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Site Administrator, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Pivot will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy
Pivot acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation
Pivot prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Pivot from requiring an employee or other person authorized by Pivot to provide aid, benefit, or service under Pivot's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Pivot, if any, can be found on the Pivot website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Pivot could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Pivot from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Pivot's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Pivot's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Jayna Gaskell, Executive Director at 530-906-0658 or jgaskell@pivotcharter.org who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Pivot's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Pivot's Title IX grievance procedures, Pivot may offer an informal resolution process to the parties. Pivot does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Pivot for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Pivot will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decision maker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Pivot has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in Pivot's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint,

the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Pivot requires that any Title IX Coordinator, investigator, or decision maker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Pivot will treat complainants and respondents equitably. Pivot presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Pivot may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Pivot allows for the reasonable extension of time frames on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Pivot will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Pivot will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[4] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal
In most cases, Pivot will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Pivot may dismiss a complaint if:

- Pivot is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Pivot's education program or activity and is not employed by Pivot;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Pivot determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Pivot determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Pivot will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

[4] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Pivot policy.

Appeal of a Dismissal
If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decision maker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decision maker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decision maker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations
Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Pivot's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Pivot;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Pivot provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal
Pivot may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Pivot's policies.

Pivot may remove a respondent from Pivot's education program or activity on an emergency basis, in accordance with Pivot's policies, provided that Pivot undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation
Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Pivot has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Pivot to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Pivot obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decision maker before a determination of responsibility is made.

Pivot will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility
Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility
Should a party find Pivot's determination unsatisfactory, the party may, within five (5) business days of notice of Pivot's determination, submit a written appeal to the Executive Director, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decision maker for the appeal must not have taken part in the investigation of the allegations.

The decision maker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Pivot or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Pivot including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Pivot's education program or activity.

No party, witness, or other person participating in Pivot's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Pivot's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Pivot will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Pivot employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Pivot's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Pivot's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Pivot's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Pivot leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees,

investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing Pivot's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Pivot will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Pivot took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Pivot will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

PIVOT CHARTER SCHOOL EST. 2010 LEARN MORE. STRUGGLE LESS.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

I hereby authorize Pivot to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

<u>To be completed by Pivot</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Pivot Charter Schools ("Pivot") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Pivot will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Pivot school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Pivot does business, and all acts of Pivot's Governing Board ("Board") in enacting policies and procedures that govern Pivot.[5]

Pivot complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [6] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience substantial interference with the student's academic performance.

[5] This policy became effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

[6] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Pivot.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Pivot has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures
Pivot advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Pivot informs its employees, students, and parents/guardians of Pivot's policies regarding the use of technology in and out of the classroom. Pivot encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Pivot employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Pivot advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Pivot and encourages students to practice compassion and respect each other.

Pivot educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Pivot's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Pivot informs Pivot employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development
Pivot annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Pivot employees who have regular interaction with students.

Pivot informs certificated employees about the common signs that a student is a target of bullying including:
- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Pivot also informs certificated employees about the groups of students determined by Pivot and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:
- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Pivot encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Pivot's students.

Complaint Procedures

Scope of the Complaint Procedures
Pivot will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:
- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Pivot UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Pivot will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Pivot's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Pivot's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint
All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Director of Student Services (or the Executive Director if the complaint is against the Director of Student Services) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Pivot will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Site Administrator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Pivot acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Pivot on a case-by-case basis.

Pivot prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Director of Student Services or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Director of Student Services or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Director of Student Services or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Director of Student Services, the Executive Director will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Pivot or termination of employment.

Right of Appeal
Should a complainant find Pivot's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Pivot's decision or resolution, submit a written appeal to the Executive Director, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Pivot to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by Pivot:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Transportation Safety Plan

School Staff Procedures for Safe Transportation

School staff members should always be involved and active in the supervision of the loading and unloading of students at school sites and on activity trips. It is the responsibility of school staff members to ensure that students during the loading and unloading procedures follow all safety rules and regulations as outlined in this safety plan. This supervision is intended to help in the prevention of possible injury to students while loading and unloading and is designed to minimize the exposure of students to unsafe conditions while loading or unloading a van or other form of transportation.
School staff members should be thoroughly familiar with these procedures and involved in the enforcement of these procedures. If at any time a staff member is not familiar with these procedures or has questions regarding them, they should contact the business office at (530) 636-4362.

The following items shall be considered while supervising student in the school drop off and pick up areas:

- Students, while on school sites, or other trip locations, and before actually getting into a car or van, shall be the primary responsibility of the school site staff member.
- Students shall be accountable for their orderly conduct.
- Students are not to run, horseplay, or deviate from the walking pathways or sidewalks at loading zones.
- Students shall wait for their pick up vehicle either inside the waiting area or in a designated spot outside that is supervised by school staff.

If a parent/guardian or school van is running late to a school site or activity trip or arrives after the students have been waiting:

1. School site members shall have students wait in a safe area and in an orderly line or group.
2. Staff members shall ensure that the students do not approach vehicles for loading until the vehicle comes to a complete stop.
3. Students are to board in an orderly manner and are not to run, shove, or cut into the lines of other students loading.
4. Staff members are to observe the students for violations of these procedures and if needed, in accordance with school policy, discipline any student(s) that are not complying with these procedures.

Vehicle Stop Eligibility and Assignment: In accordance with law, home to school transportation services may be provided to students for special circumstances based on the discretion of the board or their designates. Transportation services are offered when the following criteria is met:

- Students who are handicapped and transportation services have been stipulated in their Individualized Educational Plan (IEP).

All other students are not eligible for home to school transportation services as charter schools do not receive transportation funding from the state since they are schools of choice.

Field Trip Vehicle Conduct: In order to help ensure the safety and well-being of students, drivers, and others, the Governing Board expects students to exhibit appropriate and orderly conduct at all times when using school provided transportation, including while preparing to ride, riding, or leaving a vehicle. Riders who fail to comply with the below rules shall be reported to the Site Administrator. The school site will contact the student's parents/guardians and provide the details of the offense(s) to include the consequences. A coordinated effort between the parents/guardians and the school site will be made to effectively resolve the issue.
Because a school provided vehicle passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding in a school provided form of transportation, including for school activity trips:

1. Riders shall follow the instructions and directions of the driver at all times. 2. Riders should arrive at the pick up location at least five (5) minutes prior to the scheduled departure time and stand in a safe place to wait quietly for the vehicle. 3. Riders shall enter the vehicle in an orderly manner and go directly to their seats. 4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the vehicle is in motion. Upon reaching

their destination, riders shall remain seated until the vehicle comes to a complete stop and upon the signal from the driver, unfasten any restraint system, and go directly to the exit. Requests to leave or board at a vehicle stop other than the stop assigned must be in writing from the parent/guardian and approved by the appropriate school staff.

5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the vehicle only if the item does not displace any other rider or obstruct the driver's vision.
6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.
7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.
8. No part of the body, hands, arms or head shall be put out of the window.
9. Nothing shall be thrown from the vehicle. Windows shall not be opened greater than eight (8) inches from the closed position.
10. Riders shall help keep the vehicle and the area around the vehicle stop clean. Riders shall not damage or deface the vehicle, tamper with vehicle equipment, or damage personal property around the vehicle stop.
11. Service animals are permitted on school transportation services; all other animals are prohibited. (Education Code 39839; 13 CCR 1216)
12. The school vehicle driver will escort riders (Pre-Kindergarten through 12th grade) who must cross the roadway or private road. Riders will cross the roadway or private road in front of the school vehicle only after instructed to do so by the vehicle driver. Riders shall be alert for traffic when leaving the vehicle.

Transportation Notice (SB 88 Compliance)

In compliance with SB 88, families are hereby notified that students may be transported to and from field trips or school activities by school staff in personal vehicles that qualify for an exemption under SB 88. All staff drivers are required to meet school and state safety requirements, including driver authorization, insurance verification, vehicle safety checks, and seatbelt use for all passengers.

Video Camera Surveillance: Video surveillance may be used on school vehicles to monitor student behavior while traveling to and from school and school activities. Students found to be in violation of the school's vehicle conduct rules shall be subject to discipline in accordance with Pivot policies and regulations. At the discretion of the Executive Director or designee, school vehicle video recordings also may be used to resolve complaints by students and/or parents/guardians and to help employees maintain discipline.
Pivot will disclose any video only as required by law; images of other students depicted in the video will be redacted to the greatest extent appropriate.

Procedures while waiting for the school vehicle at the vehicle stop

1. While waiting for the school vehicle to arrive, students must stand in a designated spot supervised by a staff member in an orderly and well-behaved line with no pushing or shoving.
2. Students are not to play in or be in the street or parking lots or on private property.
3. Respect the property of others and the property where the vehicle stop is located.
4. Students are responsible for their own actions.
5. Students should arrive at their vehicle stop five (5) minutes prior to the scheduled leave time.
6. If the student is late to the vehicle and needs to cross the street that the vehicle is stopped on, they must wait for the vehicle driver to escort them across the street.
7. As the vehicle approaches the vehicle stop, students are to stand in place. They are not to move towards the vehicle. Students must remain back at least twelve (12) feet from the school vehicle as the vehicle approaches the students. Once the vehicle comes to a complete stop then they may proceed toward the vehicle for loading.

Boarding and Disembarking Procedures

Boarding

1. Students shall board or exit the school vehicle ONLY at their assigned vehicle stop or field trip destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the vehicle.
4. Students are to remain seated at all times while the vehicle is in motion. 5. Students are to maintain a noise level which will allow the vehicle driver to hear approaching traffic.
6. Students are to follow the directions of the vehicle driver while they are aboard the vehicle.
7. Students are responsible to follow all rules and regulations.

Exiting

1. Students shall stay seated until the vehicle comes to a complete stop. 2. Once the driver has stopped the vehicle completely and opened the door, students are to unload seat by seat starting with the front of the vehicle and continuing seat by seat until the vehicle is empty.
3. Students remaining on the vehicle are to remain seated until the vehicle stops at their assigned vehicle stop or field trip destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the vehicle only at their assigned vehicle stop or field trip destination. Exceptions will only be allowed when the student presents the vehicle driver with a note signed by their parent/guardian and endorsed by the School Administrator.
6. Students are to move away from the vehicle as they unload. Students shall not get underneath the vehicle to retrieve a book, paper or some other article. The student should always alert the vehicle driver and have the vehicle driver get the article for them.
7. Students must avoid trespassing on other people's property, and stay on sidewalks when possible.

Procedures and Standards for a School Pupil Activity Vehicle (SPAB) If Pivot uses an outside contractor/school pupil activity vehicle (SPAB) to drive a field/sport/activity trip, the SPAB vehicle is not required to be equipped with an operational child safety alert system if the pupils are accompanied by at least one adult chaperone selected by a school official. If an adult chaperone is not a school employee, the chaperone shall meet the requirements for a school volunteer established by the policies of Pivot.

One adult chaperone shall have a list of every pupil and adult chaperone, including a school employee, who is on the SPAB vehicle at the time of departure. The driver must review all safety and emergency procedures before the initial departure.

Immediately before departure from any location, the adult chaperone shall account for each pupil on the list of pupils, verify the number of pupils to the driver, and sign a form indicating that all pupils are present or accounted for. After pupils have exited a school pupil activity vehicle, and before driving away, the driver shall check all areas of the vehicle, including, but not limited to, overhead compartments and bathrooms, to ensure that the vehicle is vacant.

An adult chaperone must be 18 years old or older and may be a parent/guardian or school volunteer. No student of Pivot may act as a chaperone. The group leader at the school site is responsible for ensuring there is an adult chaperone on each vehicle utilized for their group/trip. In addition to the Pivot using outside contractors (SPAB Vehicles/Drivers), Pivot vehicle drivers will not depart on a trip without an adult chaperone.

Visitor Policy
(rev. October 2026)

Purpose:
To enhance campus security and ensure a safe learning environment for all students and staff.

Policy Statement:
Pivot Charter Schools will restrict visitor access on campus during instructional hours from **8:00 AM to 1:00 PM. Exceptions will be made for pre-arranged family meetings following the guidelines outlined below. We still very much encourage face-to-face** meetings with families.

Procedures:

1. Visitors are **not permitted** on campus between 8:00 AM - 1:00 PM, except for scheduled family meetings.
2. If a teacher must schedule a meeting with a family during this time, they must:
    - Notify the site coordinator/front office in advance.
    - Personally meet the family at the door and escort them inside.
3. The site coordinator/front office staff is not responsible for determining visitor access during restricted hours.
4. A notice will be posted at all entrances, including contact details and a QR code for visitors to schedule appointments outside restricted hours.

Enforcement:
In accordance with California Penal Code Section 627.4, the Site Administrator or designee maintains the legal authority to refuse to register any visitor, or to revoke registration privileges, if it is reasonably concluded that the individual's presence would disrupt the school, students, or employees; result in damage to property; or result in the distribution or use of a controlled substance.

Any visitor/outsider who fails to register, or whose registration has been denied or revoked, must promptly leave school grounds when requested. School personnel will contact local law enforcement to enforce the departure of any non-compliant individual if necessary to ensure student and staff safety.

Staff members are expected to comply with this policy to maintain school security. Any questions or concerns should be directed to the Executive Director.

Thank you for your cooperation in keeping our school safe and secure.

Work Permit Policy

Working during the school year is a privilege and requires the issuance of a work permit if the student is under the age of 18 years old. The number of hours that a student may work is set by law and depends on their age. By law, it is solely within the discretion of the school to determine whether a minor, who is still subject to the state's compulsory education laws, may obtain a work permit and, therefore, be employed to work. A student must be in good academic standing in order to be issued a work permit. Students who are truant will not be issued a work permit. Should a student's work schedule interfere with their ability to succeed in their academic plan, the student's EC will confer with the Site Administrator, Director of Student Services, or Executive Director regarding the possibility of revoking the work permit.

The following is the process followed by Pivot Charter School in issuing a work permit:

- Student obtains a "Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age" work permit application (CDE Form B1-1) from their EC.
- Student, parent/guardian and employer complete their sections of the application. Note: Student must obtain a parent/guardian signature on the application.
- Student delivers completed work permit application to the EC for signature and review.
- EC creates the official work permit document (CDE Form B1-4) and delivers it to the student for signing.
- EC makes a copy of the work permit for record and the student submits a copy of the signed work permit to their employer.
- Pivot shall retain a copy of the work permit application (CDE Form B1-1) and the work permit (CDE Form B1-4) until the end of the fourth year after the work permit was issued.

California Department of Education: Information on Work Permits for Students

Youth Suicide Prevention Policy

The Governing Board of Pivot Charter School recognizes that suicide is a leading cause of death among youth and that an even greater number of California's high school students report having considered and attempted suicide. During 2019, 15 percent of California seventh graders and 16 percent of ninth and eleventh graders reported they seriously considered attempting suicide. (California Healthy Kids Survey 2019).

Suicide prevention requires vigilant attention from school communities (all school staff, students, parents/guardians/caregivers) and public members. As a result, school communities have an ethical and legal responsibility to provide appropriate and timely responses to suicidal ideation, attempts, and deaths. School leaders and staff must ensure their campuses are safe and nurturing environments that mitigate suicidal ideation and behaviors in students and staff and that appropriate procedures, protocols, and supports are well promulgated and easily accessible to all.

Recognizing that it is the responsibility of Pivot Charter School to protect the health, safety, and welfare of its students and staff, this policy aims to safeguard against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicidal behavior, attempts, and loss. It is a known fact that emotional wellness is central to all functioning; therefore, it is recommended this policy be paired with other policies that support the emotional and behavioral well-being of students and staff.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that positive and nurturing school climates coupled with suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those who may be suicidal, and help decrease such behaviors. Empirical evidence refutes a common misconception that talking about suicide can increase risk or "place the idea in someone's mind." Therefore, it is critical to address all behaviors directly and in a timely manner. Of significant importance is the education of students to recognize their own mental health, equip them with information and knowledge to solicit help, and learn to recognize symptoms within themselves and their peers.

Understanding the impact school climate has on suicidality is critically important, as positive school climates have been linked to lower levels of violence, bullying victimization, and greater perceived safety. School climate is of particular importance since it affects the risk of suicidality among youth. Existing studies reveal that adolescents who report perceptions of a more positive school climate are less likely to report suicidality (Cornell & Huang, 2016; La Salle et al., 2017; Marraccini & Brier, 2017). This is most likely due to positive peer and teacher relationships that are promoted in schools with positive school climates, along with high levels of safety and social support. Pivot Charter School leaders underscore the importance of all staff and students working together to create safe, respectful, nurturing, and welcoming campuses in which students feel comfortable seeking help for themselves or their peers. Leaders provide opportunities for continuous improvement and monitoring of school climate.

In an attempt to reduce suicidal behavior and its impact on students and families, Pivot Charter School has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies include professional development for all school personnel (certificated and classified) in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

Recognizing that early prevention and intervention can drastically reduce the risk of suicide, Pivot Charter School has developed and implemented preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

Pivot Charter School consults with the Executive Director or their designees, school-employed professionals (e.g. school counselors, psychologists, social workers, nurses), administrators, other school staff members, and/or parents/guardians/caregivers, students, local health agencies and mental health professionals, first responders, and community organizations in planning, implementing, evaluating, and updating the school's strategies for suicide prevention and intervention as and when appropriate. Pivot Charter School also regularly convenes to review the policy, at a minimum every five years, and update as necessary as required by *EC* Section 215.

Pivot Charter School works in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources and to ensure the local suicide prevention plans and district suicide prevention policies align and include similar research and resources. The California Alliance for Children and Family Services has developed an interactive Behavioral Health Resource Map which is intended to be a tool for providers, policymakers, education partners, youth, families, and others who are looking for services in their community. Each of the interactive “pins" on the map contains additional information about that organization, including location, types of services offered, contact information, and budget. To see the map, please visit https://www.catalyst-center.org/resources.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Pivot Charter School created an in-house suicide prevention crisis team consisting of administrators, relevant staff, or school-employed professionals (e.g. Executive Director or their designee, school counselors, psychologists, social workers, nurses, mental health professionals). Pivot Charter School identifies at least one staff member to serve as the liaison to the suicide prevention crisis team.

The functions of this crisis team and other school-employed professionals (e.g. Executive Director or their designee, school counselors, psychologists, social workers, nurses, mental health professionals) are to review mental health related school policies and procedures; provide annual updates on school data and trends; review and revise school prevention policies; review and select general and specialized mental health and suicide prevention training; review and oversee staff, parent/guardian, and student trainings; ensure the suicide prevention policy, protocols, and resources are posted on the district and school websites; and general compliance with *EC* Section 215.

This crisis team and other school-employed professionals (e.g. Executive Director or their designee, school counselors, psychologists, social workers, nurses, mental health professionals) also collaborate with community mental health organizations, identify resources and agencies that provide evidence-based or evidence-informed treatment, help inform law enforcement and other relevant partners, and collaborate to build community response as appropriate

Additional information and guidance developed by the National Association of School Psychologists can be found on the Preventing Suicide: Guidelines for Administrators and Crisis Teams web page at: https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide/preventing-suicide-guidelines-for-administrators-and-crisis-teams.

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Pivot Charter School coordinates with school-employed mental health professionals (e.g. counselors) and community-based mental health and crisis services as the primary response to student mental-health crises. Law-enforcement involvement shall be limited to circumstances in which the student’s life is in imminent danger and the student’s needs cannot be addressed by a mental health professional. When law enforcement is involved in a situation in which a student may be at risk of suicide, the officer shall assess whether notifying the student’s parent, guardian, or caregiver could endanger the student. The student shall be informed if a parent, guardian, or caregiver is notified, unless doing so would create an immediate safety concern. Staff shall document the reason for law-enforcement involvement and any related parental-notification determination.

Employee Qualifications and Scope of Services

Pivot Charter School has ensured school employees adhere to *EC* Section 215, which mandates district and school employees and their partners to act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk, and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Prevention

Messaging about Suicide Prevention

The manner in which we develop messages about suicide and suicide prevention can impact thoughts and behaviors related to suicide. Research has shown that talking about suicide prevention does not increase risk of suicide as long as those messages are aligned with the National Action Alliance for Suicide Prevention’s Framework for Successful

Messaging for suicide prevention. The National Action Alliance for Suicide Prevention's Framework for Successful Messaging website can be seen here: https://suicidepreventionmessaging.org/. In fact, positive messages about suicide prevention may have protective effects such as increased help-seeking. However, unsafe messages on the topic of suicide may influence a vulnerable person towards suicidal behavior such as those that oversimplify the causes of suicide or attribute suicide to identification with a population or group.

Therefore, it is vital that all messaging about suicide prevention be aligned with the *Skills Building: Messaging for Suicide Prevention* as designated by subject matter experts in the suicide prevention field. The Skills Building: Messaging for Suicide Prevention web page can be seen here: https://emmresourcecenter.org/resources/skills-building-messaging-suicide-prevention.

Pivot Charter School, along with its partners, have thoroughly and regularly reviewed all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.

This policy and all related communication, documents, materials, etc. include clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" or "Took their own life"	"Committed Suicide" ***Note**: Use of the word "commit" can imply crime/sin*
"Attempted suicide"	"Successful" or "Unsuccessful" ***Note**: There is no success, or lack of success, when dealing with suicide*

Examples of people-first language, include:

· People with (…mental illness, personality disorder, depression, etc.)

· Person who has died by suicide

· Person thinking about suicide

· People who have experienced a suicide attempt

Tips for Safe and Effective Messaging on Suicide Prevention:

● Always provide suicide prevention resources in parent/student handbooks, district or school-issued identification cards for staff and students, on district and school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff. The following are suggested resources to include:

- 988 Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- The Trevor Project: Call 1-866-488-7386 or text START to 678-678
- Teen Line: Text TEEN to 839863
- Trans Lifeline: 1-877-565-8860

Additional crisis line numbers can be found on the CDE's Help for Students in Crisis web page at: https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp.

· Include information on warning signs as well as risk and protective factors. · Avoid discussing details about methods of suicide.

· Explain complexity of suicide and avoid oversimplifying (i.e., identifying singular cause of suicide).

· Focus on prevention and protective factors.

· Avoid sensational language (e.g., using terms as epidemic, skyrocketing, etc.) and graphic images.

Suicide Awareness and Prevention Training for School Staff

Pivot Charter School, along with its partners, has carefully reviewed available staff training to ensure the selected curriculum is evidence-based, evidence-informed, and aligned with best practices in suicide prevention.

EC Section 215 mandates LEAs to provide training for staff. Pivot Charter School has provided professional development for all school staff members (certificated and classified) and other school-employed adults. Trainings include general mental health trainings and trainings that focus on suicide, especially for youth.

Staff training shall be reviewed and updated to reflect current California Department of Education guidance, applicable law, and current evidence-informed practices.

- At least annually, all staff receive training on mental health awareness and suicide prevention that includes risk and protective factors, warning signs of suicide, intervention, referral processes, and postvention. The program(s) or training(s) selected is left at the discretion of the Pivot Charter School
- All suicide prevention trainings are to be offered under the direction of school-employed student mental health professionals (e.g., school counselors, psychologists, social workers, nurses, etc.), who have received advanced training specific in suicide prevention.
- Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
- At a minimum, all staff participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment prior to working with youth.
- Pivot Charter School has ensured training is available for new hires during the school year.
- Previously employed staff members attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:
    - o How to identify youth who may be at risk for suicide, including suicide warning signs, risk, and protective factors.

It is important to recognize that even if a staff member has been through mental health and suicide prevention training, they may not be, for a myriad of reasons, available to support a youth who may be struggling emotionally. In this case, they shall connect the student with another staff member in a “warm hand off.” A warm handoff is a transfer of care between two members of a team, where the handoff occurs immediately and in front of the student or family. Students should not be left to connect with another staff member on their own but rather should be accompanied to meet the staff to whom they are being transferred.

- o Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide, including skill building to ask directly about suicide thoughts.
- o Pivot Charter School procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
- o Pivot Charter School procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).

- In addition to the core components of suicide prevention, ongoing annual professional development for all staff should include the following:
    - o The impact of traumatic stress on emotional and mental health, with an emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
    - o Common misconceptions about suicide.
        - o School and community mental health and suicide prevention resources.

o Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
o Ways to identify youth who may be at risk for suicide, including suicide warning signs, risk, and protective factors.
o Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide, including skill building to ask directly about suicide thoughts and warm handoffs.
o District-approved procedures for responding to suicide risk (including MTSS and referrals). Such procedures will emphasize that the student should be constantly supervised and immediately referred for a suicide risk assessment.
o District-approved procedures identifying the role educators play in supporting youth and staff after a suicide or suicide death or attempt (postvention).

- The professional development includes additional information regarding groups of students who may be at elevated risk for suicide or groups disproportionately affected by suicide thoughts and behaviors. These groups include, but are not limited to, the following:
  o Youth impacted by suicide and youth with a history of suicidal thoughts or behavior.
  o Youth with disabilities, mental illness, or substance use disorders.
  o Youth experiencing homelessness or in out-of-home settings, such as foster care. o Youth identifying as LGBTQ.

Pivot Charter School reviews data and other relevant information (e.g. school data or other survey data) to determine the prevalence of suicidal ideation and behaviors, including patterns or trends, among all students, particularly among identified high-risk populations.
Additional data resources may include CalSCHLS, YRBS, or other survey (e.g., Project CoVitality) data to determine the prevalence of suicidal ideation and behaviors, including patterns or trends, among all students, particularly among identified high-risk populations at their schools and district. For a curated list of staff trainings, please visit Mental Health and Suicide Prevention Trainings/Programs for School Communities. See the CalSCHLS website at https://calschls.org/, the YRBS web page at https://www.cdc.gov/healthyyouth/data/yrbs/index.htm, and the University of Santa Barbara's Project CoVitality web page at https://www.covitalityucsb.info/

Specialized Professional Development for school-based Mental Health Staff (Screening and/or Assessment)
Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by the Pivot Charter School. Training for staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.
Specialized Professional Training for targeted Pivot Charter School mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, school-approved tool such as the Columbia—Suicide Severity Rating Scale (C-SSRS) can be accessed here: https://cssrs.columbia.edu/); Patient Health Questionnaire 9 (PHQ-9) Depression Scale can be accessed here: https://www.apa.org/depression-guideline/patient-health-questionnaire.pdf; BSS Beck Scale for Suicide Ideation (can be accessed here: https://beckinstitute.org/wp-content/uploads/2021/06/SIS-Full-Documents.pdf: National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit can be accessed here: https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials; and the Adolescent Suicide Assessment Protocol – 20. This PDF can be accessed here:

https://preventsuicidewv.com/wp-content/uploads/2021/04/ASAP-20-Form.pdf

- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols. ● Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow-up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Because Pivot Charter School serves both in-person and virtual learners, it maintains procedures for identifying and responding to suicide risk when a student is contacted remotely or when school operations are disrupted. These procedures are intended to maintain connection with students, support timely referral, and address immediate safety concerns regardless of the student's learning setting. Additionally, Pivot Charter School serves both in-person and virtual learners; therefore, policies and procedures align with supporting multiple learning options. Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental well-being and those that address mental illness and give specific guidance on suicide prevention. Pivot Charter School has established a protocol for assigning school staff to connect with students for distance learning and school closures. In the event of a school closure, Pivot Charter School has determined a process and protocols to establish regular contact with all students. Staff understand that any concern about a student's emotional well-being and/or safety must be communicated to the appropriate school staff, according to Pivot Charter School protocols.

Pivot Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Parents, Guardians, and Caregivers Participation and Education

In an effort to include parents/guardians/caregivers in all suicide prevention efforts, Pivot Charter School has shared this suicide prevention policy and procedures widely and included in the parent/student handbooks.

This suicide prevention policy is also prominently displayed on Pivot Charter School's web page for all schools. Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy. Parents/guardians/caregivers are provided crisis resources, including the National Suicide Prevention Lifeline, Crisis Text Line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.

All parents/guardians/caregivers have access to suicide prevention training that addresses the following:

- o Suicide warning signs, risk factors, and protective factors
- o How to approach and talk with their children about thoughts of suicide
- o How to respond appropriately to the youth who has suicidal thoughts

Appropriate responses include the requirement of constant supervision of any child/youth considered to be suicidal and referral for an immediate SRA. To help parents/guardians and families on mental wellbeing, Pivot Charter School posts information and guidance on addressing mental health issues. For example,NASP's Anxiety and Anxiety Disorders in Children and Preventing Youth Suicide (see:https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide/preventing-youth-suicide-tips-for-parents-and-educators), as well as sharing NASP's comprehensive collection of resources included in the

Helping Handouts: Supporting Students at School and Home (accessed here: https://apps.nasponline.org/resources-and-publications/books-and-products/products/N1818/) and *Suicidal Thinking and Threats: Helping Handout for Home* (PDF can be downloaded here: https://www.nasponline.org/Documents/S3H14_Brock_Reeves_Parents_Suicide.pdf).

Communication with Parents, Caregivers, and Families:
Parents, guardians, caregivers, and families play a vital role in the prevention of youth suicide. Pivot Charter School has included parents/guardians in the development, review, and implementation of this policy.

Pivot Charter School provides various training opportunities for parents, families, and caregivers to help them learn how to recognize and identify suicide risk, protective factors, as well as the school's referral processes and how they or their children can reach out for help, etc.

All parents are provided with information on suicide prevention resources, including crisis hotlines, local warmlines, and also school and community-based supports. If parents, families, and/or caregivers identify or suspect a suicide risk, they are strongly encouraged to communicate with appropriate school staff (counselor, administration, nurse, school-employed mental health professional, etc.) for assistance.

The school-based mental health professionals are equipped to help identify and support a student at risk of suicide and are trained to ensure the safety of all students. This may include collaborating with other professionals (primary care doctors, marriage and family therapists, etc.) to develop a course of action and/or safety plan. Parents, caregivers, and families are reminded that mental health and academic records are kept separately to ensure confidentiality and to help protect the privacy of education records.

FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals. See 34 CFR §§ 99.31(a)(10) and 99.36. Pivot Charter School is required to adhere to the Family Educational Rights and Privacy Act (FERPA). FERPA applies to all LEAs and schools that receive funds under applicable programs administered by the U.S. Department of Education. Any LEA or school that is subject to FERPA may not disclose students' education records, including mental health records, or any personally identifying information derived from such records, without the written consent of a parent/guardian or the student, who is eighteen years of age or older. See the US Department of Education's FERPA web page here: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Student Participation and Education
Effective suicide prevention efforts must also include student education and engagement. Pivot Charter School and its partners have and will continue to carefully review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encouraging help-seeking behavior, and being knowledgeable of supports and resources.
Pivot Charter School provides instruction to middle and high school students on general mental health and suicide prevention. The instruction is provided under the supervision of school-employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

- Recognizing behaviors (signs and symptoms) of mental health challenges and emotional distress.
- Recognizing life issues (risk factors) associated with suicide and mental health issues in oneself and others.

- Learning coping strategies for dealing with stress and trauma.
- Learning about protective factors.
- Learning help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- Guidance regarding the district's suicide prevention, intervention, and referral procedures.

Pivot Charter School maintains a list of current student trainings and is available upon request.
Resources: For a curated list of student trainings, please visit Mental Health and Suicide Prevention Trainings/Programs for School Communities**.** Student-focused suicide prevention instruction should be incorporated into classroom curricula (e.g., health classes, freshman orientation, science, and/or physical education). The curriculum should be supplemented with additional information about the effects of collective traumatic experiences and their impact on mental health and wellness.
Pivot Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. School-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.
Pivot Charter School supports the creation and implementation of programs and/or activities on campuses that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs [NCHS])Student ID cards include the 988 Suicide & Crisis Lifeline, the National Domestic Violence Hotline (1-800-799-7233), and The Trevor Project (1-866-488-7386 and text START to 678-678), consistent with Education Code section 215.5.

Intervention, Screening/Assessment, Referral Intervention and Referral for Suicide Screening or Risk Assessment

Pivot Charter School ensures the school suicide prevention crisis team members receive advanced training in suicide prevention, intervention and postvention. The crisis team is responsible for immediately establishing contact with the student and after assessment, shall contact their parents/guardians, if deemed safe. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they are required to promptly notify the appropriate school staff, as outlined in the protocol.
Whenever a staff member has knowledge of a student's suicidal intentions or potential risk of suicide, they are required to promptly notify the suicide prevention crisis team through a formal referral process for immediate assessment of the student. Pivot Charter School has developed and disseminated protocols for screening, assessing, and referring students who may be experiencing suicidal thoughts and/or behavior. The following is included in the protocol:

- Students experiencing suicidal ideation shall not be left unsupervised; students with ideation or suicidal behaviors should be respectfully escorted to the office for an assessment and never sent alone or without staff supervision.
- Collaboration and communication between the teacher/staff and the suicide prevention crisis team is critical during the supervision, referral, and assessment processes.
- A referral process is prominently disseminated to all staff members (classified, certificated, volunteers, interns, etc.) so all know how to respond to a crisis, refer students for further screening/assessment, understand the safety issues of escorting a student, and are knowledgeable about school and community-based resources.
- The referral process includes steps to coordinate with, consult, and refer students to the

appropriate county mental health plan (MHP) or other qualified mental-health service provider, as appropriate. For students in kindergarten through grade 6, Pivot Charter School shall use age-appropriate prevention, intervention, and referral procedures. When a referral for mental-health or related services is made on behalf of a student in kindergarten through grade 6 who is a Medi-Cal beneficiary, Pivot shall consult and coordinate with the county mental health plan as required by law and applicable procedures.

Crisis response shall prioritize school-employed mental health professionals. If a school mental health professional is unavailable, an appropriately trained school employee shall facilitate a warm handoff to a mental health professional. If neither is available, staff shall contact an identified community-based organization, mobile crisis unit, 988 service, or other qualified mental health professional.

● The Pivot Charter School has established crisis intervention procedures to ensure student safety and appropriate communications if a suicide death occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

The crisis team shall assess whether notifying a parent, guardian, or caregiver could place the student at risk of abuse, neglect, retaliation, or other harm. When notification is determined to be safe and appropriate, the student's parent/guardian/caregiver shall be contacted as soon as practicable and informed of the concern, actions taken, and recommended supports or referrals. The student shall be informed when a parent, guardian, or caregiver is notified, unless doing so would create an immediate safety concern. If there is reason to believe that parental notification may endanger the student, staff shall consult the appropriate school mental health professional and follow applicable mandated-reporting and child-protection procedures before making the notification. The basis for the decision and the steps taken shall be documented.

● The names, titles, and contact information of suicide prevention crisis team members are communicated to staff, parents/guardians/caregivers, and students.

Imminent Danger

Pivot Charter School recognizes that student safety is a priority. If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions, etc.), staff members are required to request assistance from other school staff and call 911. The call shall ***NOT*** be made in the presence of the student and the student shall not be left unsupervised. Staff shall ***NOT*** physically restrain or block an exit.

Parents, Guardians, and Caregivers

Pivot Charter School has established and widely disseminated a referral process to all parents/guardians/caregivers, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

Community-based organizations that provide evidence-based suicide-specific treatments are highlighted on the school's website with treatment referral options marked accordingly.

Resources are prominently displayed on school websites. School staff autoreplies during vacations or absences should include links to resources and phone/text numbers so parents and students have information readily available.

Students

Pivot Charter School has established and widely disseminated a referral process to all students, so they know how to access support through school, community-based, and crisis services.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

Pivot Charter School has identified a process for ensuring parent/guardian/caregiver/family notification when a student has been screened or screened/assessed for suicide risk regardless of outcome (no present risk to high-risk).

Pivot Charter School has identified a process to ensure continuing care for the student identified to have suicidal ideation. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff request verification from the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers are requested to provide documentation of care to the school.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregiversto identify barriers to treatment (e.g., cultural stigma, financial issues), work to rectify the situation, and build understanding of the importance of care. If follow-up care for the student is not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.
    - Child Abuse Identification & Reporting Guidelines - Child Abuse Prevention Training and Resources (CA Dept of Education)
    - Riverside County: Suspected Child Abuse Report (SCAR) | Riverside County Office of Education
    - Sonoma County: Mandated Reporter Resources
    - Butte County: Report Abuse / Neglect | Butte County, CA
    - San Diego County: Mandated Reporting

Action Plan for In-School or During School Sponsored Activities Suicide Attempts

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

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

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of school the following steps should be implemented (it is critical for the school to protect the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student):

- Contact the parents/guardians/caregivers and offer support.

● Discuss with the family strategies for responding to the attempt while minimizing widespread rumors among teachers, staff, and students.
● Obtain permission from the parents/guardians/caregivers to share information and ensure the facts regarding the crisis are correct.
● Provide care and determine appropriate support to affected students.
● Offer to the student and parents/guardians/caregivers steps for reintegration to school.

Action Plan for Off Campus Suicide Attempt (e.g. off-site, virtual services, school to student communication, etc.)

● Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
● Immediately contact the administrator and crisis team or suicide prevention liaison.
● Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable.
● Parents/guardians/caregivers should be contacted as soon as possible.
● Try to maintain contact with the student. Do not send the student away or leave them alone, even if they need to go to the restroom.
● Listen and prompt the student to talk.
● Review options and resources of people who can help.
● Be comfortable with moments of silence as you and the student will need time to process the situation.
● Provide comfort to the student.
● Promise privacy and help, and be respectful, but do not promise confidentiality.

Re-Entry and Supporting Students after Mental Health Crisis Supporting Students after a Mental Health Crisis

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

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

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

Pivot Charter School has determined the following steps be implemented upon the student's re-entry:

● The school administrator shall obtain a written release of information signed by parents/guardians/caregivers and providers.
● School-based mental health professionals (e.g. school counselors) and/or other designated

school professionals (e.g. administrators, crisis team) as appropriate shall confer with the student and parents/guardians/caregivers about any specific requests on how to handle the situation.
● School-based mental health professionals (e.g. school counselors) and/or other designated school professionals (e.g. administrators, crisis team) as appropriate shall confer with the student and parents/guardians/caregivers to develop a safety or support plan.
● School-based mental health professionals (e.g. school counselors) and/or other designated school professionals (e.g. administrators, crisis team) as appropriate shall inform the student's teachers about possible days of absences.
● Teachers and administrators shall allow accommodations for the student to make up work (understanding that missed assignments may add stress to the student).
● A Support Plan meeting will be held as part of the re-entry process to develop a safety and support plan.
● Mental health professionals (e.g. school counselors) or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
● School based mental health professionals (e.g. school counselors) shall work with parents/guardians/caregivers to involve the student in an aftercare plan.
● School-based mental health professionals (e.g. school counselors) shall provide parents/guardians/caregivers local emergency numbers for after school and weekend emergency contacts.

Responding After a Suicide Death (Postvention)
It is important to remember that staff members are likely grieving as well and consider the capacity of staff members to engage in sensitive discourse with students. When possible, provide additional support to staff to lead conversations in response to suicide deaths.

A death by suicide of a student or staff member can have devastating consequences on the school community. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. To help Pivot Charter School prepare for postvention, the Crisis Team and other school-employed professionals as appropriate (e.g. Executive Director or their designee, school counselors, psychologists, social workers, nurses, mental health professionals) have reviewed the American Foundation for Suicide Prevention's (AFSP's) After a Suicide: A Toolkit for Schools (which can be accessed at the After a Suicide: A Toolkit for Schools' web page here: https://afsp.org/after-a-suicide-a-toolkit-for-schools) to develop our own suicide postvention response action plan for responding to a suicide death. This plan incorporates both immediate and long-term steps and objectives, including:

● Identification of a staff member to confirm death and cause (usually school site administrator).
● Identification of a staff member (administrator or school--based mental health professional) to contact the deceased's family (within 24 hours).
● Conduct an initial meeting of the school Crisis Team and school-employed professionals as appropriate (e.g. Executive Director or their designee, school counselors, psychologists, social workers, nurses, mental health professionals) ● Notification to all staff members (ideally in-person or via phone, not via e-mail or mass notification).
● Coordinate an all-staff meeting, to include:
    o Notification (if not already conducted) to staff about suicide death.
    o Emotional support and resources available to staff.
    o Notification to students about suicide death and the availability of support services.

Best practices suggest to respond to deaths by suicide similar to any death, regardless of the cause, but with special considerations to reduce risk of contagion. For example, it is recommended to avoid permanent memorials for any death but especially in response to suicide due to potential glamorization of the individual.
It is important to incorporate procedures with specific actions ahead of time to respond to suicide

incidents.

- Share limited information and ensure that is relevant and for which you have permission to disclose. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
- Remind and direct staff to respond to needs of students regarding the following:
    - Review signs of emotional distress and suicide ideation.
    - Review of protocols for referring students for support/assessment.
    - Develop and provide support to staff in responding to student reactions.
- Share school and community-based resources available to students.
- Identify students significantly affected by suicide death and other students that may be considering imitative behavior.
    - Staff shall immediately refer students who they suspect are considering imitative behavior to a school-based mental health professional.
    - If deemed safe, staff shall contact the students' parents/guardians/caregivers.
- Identify students affected by suicide death but not at risk of imitative behavior.
    - Staff shall immediately refer students who are affected by the suicide to school-based mental health professional.
    - If deemed safe, staff shall contact the students' parents/guardians/caregivers.
- Notification to larger school community about suicide death and the availability of support services.
- Consider, as appropriate, working with the family regarding funeral arrangements for the family and school community.
- o If possible, suggest the funeral occur outside of school hours.
- o Encourage parents/guardians of students to attend funeral/memorial with their children.
- o Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
- o Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
- o Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.

● Respond to memorial requests in respectful and non-harmful manner; responses should be given in a thoughtful way and their impact on other students should be considered.
● Executive Director or their designee will be or identify a media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (visit https://reportingonsuicide.org/ for recommendations on safe messaging). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
● Utilize and respond to social media outlets:
o Identify what platforms students are using to respond to suicide death. o Identify and encourage staff and students to monitor social media outlets.
● Include long-term suicide postvention responses:
o Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed.
o Support siblings, close friends, teachers, and/or students of the deceased.
o Consider long-term memorials and how they may impact students who are emotionally vulnerable and suicidal.

Pivot Charter School believes the practices outlined in this policy will assist in reducing the suicidal ideation and attempts of our school community members. As a partner in the community, we always welcome feedback and input on our policies and encourage you to share them as appropriate.