

Connecting Waters Charter School

Parent Handbook



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Connecting Waters Charter School

Contact Information

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School Office

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Karen Johnson, **Administrative Assistant**
Bonnie Johansson, **Secretary, Work Permits**
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Sofia Oldmark, **Science Dept. Chair**

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Assessment & Accountability Coordinator

Jodi Leonardo – Scantron – CELDT – STAR - CAHSEE
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IEM

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1-800-979-4436 /530-295-3583 fax

MISSION STATEMENT

The mission of CWCS is to: Empower a community of parents, students, and teachers to create learning opportunities which will develop accountable, responsible, and contributing members of society who are independent, life-long learners.

Creating learning opportunities by:

- *Assisting parents with educational guidance*
- *Individualizing curriculum to meet students' needs*
- *Providing materials, resources and supportive instruction*
- *Allowing flexibility in both teaching styles and learning styles*
- *Promoting real-life context-based learning*
- *Challenging students to achieve mastery of academic standards*

Charter
CONNECTING WATERS CHARTER SCHOOL

PRESENTED FOR RENEWAL TO

**THE GOVERNING BOARD OF THE WATERFORD UNIFIED
SCHOOL DISTRICT**

Prepared in compliance with the terms, conditions, and requirements of
EC 47605 and related statutes and as amended - The Charter School Act
January 12, 2006

CONNECTING WATERS CHARTER SCHOOL

I. EDUCATIONAL PROGRAM DESCRIPTION

This charter school shall be known as Connecting Waters Charter School (hereafter "CWCS").

CWCS will be open to all students in grades K-12. CWCS will be nonsectarian in its programs, admission policies, employment practices, and all other operations. CWCS will specifically target students seeking a non-traditional educational setting. CWCS shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, gender, religion, national origin, ability, disability, or place of residence.

Students who attend CWCS will be educated through individually designed curricula, which may include, but are not limited to, home-based learning programs, cooperative school programs and classes, apprenticeships, on-the-job training, community-based educational programs, group seminars, distance learning via current technology, and supplemental learning projects. All student curricula will be subject to approval by Innovative Education Management, Inc. (hereafter "IEM").

Parents who enroll their children in CWCS shall, through specific enrollment and curriculum contracts, accept responsibility for their children's education. CWCS will support its students and parents with appropriate educational materials, and with a team of education specialists (credentialed teachers) and advisors. CWCS education specialists and advisors shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Each minor student and at least one parent, and each adult student, with the assistance of CWCS education specialists and advisors, shall design, consistent with CWCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives, and shall sign one or more contract(s) with CWCS that clearly describes the student's individual educational goals and curriculum for each school year the student is enrolled with CWCS. All curricula shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study, and if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study.

For purposes of this charter, "parent(s)" includes guardian(s). Any parent(s) or legally responsible entity may designate an alternate party to act in place of the parent(s). CWCS adult students do not require parental participation in educational or admission contracts, or performance evaluations.

CWCS identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind, has an understanding of United States political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own unique educational interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of this charter school to help students become educated individuals who are intrinsically motivated to learn, and who have diverse yet well-developed interests.

This charter school's parents, students, and certificated Education Specialists believe that the best learning occurs when:

- *Each curriculum is tailored to an individual student's learning styles.*
- *One-to-one teaching is used as appropriate.*
- *Real life context-based learning is emphasized.*

- *There is supplemental enrichment through classroom instruction, independent learning, field trips, apprenticeships, and appropriate use of technology, etc.*
- *Schooling is viewed as one respect of an education.*
- *The entire community serves as the school campus.*
- *Interesting, worthwhile learning opportunities are provided that will stimulate the interests of each student.*

Objectives of the charter school include, but shall not be limited to the following:

- *CWCS students will perform and achieve better than their previous year's state assessment scores when available.*
- *Students will be intrinsically self-motivated, competent, life-long learners.*
- *Students will achieve competency in basic academic skills.*
- *Curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act.*
- *Students will demonstrate proficiency in STAR-specific assessments.*

Opportunities will be provided for students to explore their potential in the performing and living arts and in the appropriate use of technology. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak. CWCS will operate on the understanding that all students have different learning styles, abilities and background experiences. As important as “what” students learn is “how” they learn. The former may be viewed as the end goal of education while the latter is the road leading to it. CWCS will support learning and assessment modalities based on current research that identifies best practices regarding how students learn.

CWCS high school students will receive information on the transferability of courses to other public high schools and eligibility for college entrance through individual meetings with his/her assigned Education Specialist and the charter school guidance counselor. CWCS Education Specialists will receive annual training in these requirements.

Plan for Students who are Academically Low Achieving

To directly support low achieving students, CWCS believes that the teacher, parents, and student must collaborate to design the optimal individual learning plan. All students will be assessed upon admission to CWCS. Education Specialists are trained to use the various resources available on the CWCS curriculum website, as well as other Internet resources to help with developing individual learning plans. With the co-creation (teacher, parents, student) of the student's individual learning plan, which includes the initial assessment and the student's learning style and interests, the success rate for the low achiever will be greatly enhanced. CWCS believes that both the confidence and the motivation to learn begins by meeting the student at the current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage her or his full potential. Students will be reassessed monthly by the Education Specialists to document progress or to make necessary changes to the student's education plan.

Plan for Students who are Academically High Achieving

The individual learning plan of high achieving students will be adapted for their individual needs and allow for them to be accelerated and/or be more highly challenged in their studies. CWCS will offer a-g courses that will allow its students to have access to California's UC and CSU systems. CWCS' guidance department will offer opportunities for all of our students to apply for a number of different scholarships for which they qualify.

Plan for English Learners

All EL students will be CELDT tested upon enrollment according to the legal guidelines. CWCS believes that all EL students who are not proficient in the English language need every opportunity to be able to become proficient. CWCS will train its Education Specialists to test these students to find out their areas of weakness so the Education Specialists can choose the appropriate curriculum to help EL students in their educational process. CWCS will test the students annually until they are proficient in English.

II. MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program aligned with California State Frameworks and Content Standards. Students will demonstrate competency in seven (7) growth area goals. The extent to which students achieve these goals is determined by mastery of the student standards and by demonstrated proficiency on STAR-specific assessments:

Student reads and writes effectively.

- *Student reads actively and derives meaning from written media.*
- *Student reads extensively for a variety of purposes.*
- *Student writes using grammatically acceptable English.*
- *Student adjusts tone and style of writing for purpose and audience.*
- *Student supports statements using well-rounded facts, theory, and opinion.*
- *Student separates fact from opinion.*
- *Student logically reaches conclusions based on sufficient evidence.*
- *Student clearly and succinctly states key points.*
- *Student organizes ideas in a variety of ways.*
- *Student demonstrates creativity through style, organization, and development of content.*

Student sufficiently understands and functions in the world around him or her.

- *Student demonstrates involvement in his/her community.*
- *Student has knowledge of the reciprocal relationship between the individual and his/her environment.*
- *Student demonstrates various skills in seeking employment and/or college admission.*
- *Student understands and demonstrates his/her role as an employee, consumer, and financial manager.*
- *Student identifies and documents the effects of technology on his/her environment.*
- *Student participates in physical activities that develop strength, endurance, and personal fitness.*

Student appreciates the history of mankind in all its diversity.

- *Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving cause and effect: people, events, or situations influencing an action or result.*
- *Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving comparison: similarities and differences.*
- *Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving classification: events and situations explained as political, economic, social, and/or intellectual.*
- *Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving anticipation of the future using evidence from the past and the present to draw conclusion about the future.*
- *Student shows his/her appreciation for history by identifying relationships between past and present events or situations involving understanding of the extent of time.*
- *Student applies physical and cultural geography to his/her understanding of societies.*

Student comprehends the political process.

- *Student understands the structures, operations, and relationships of the governments in the United States.*

Student applies mathematical principles and operations to solve problems.

- *Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving with numbers and operations.*
- *Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in geometry and measurement.*
- *Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in functions and algebra.*
- *Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in statistics and probability.*
- *Student solves problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, and problem conclusion.*
- *Student communicates his/her knowledge of basic skills, understanding of concepts, and his/her ability to solve problems and understand mathematical communication of others.*

Student applies scientific concepts and skills to explain his/her world and find solutions to its problems.

- *Student observes, compares, orders, and categorizes characteristics and behaviors.*
- *Student communicates ideas.*
- *Student relates factors of differing objects and events, and infers about unknown or unseen processes.*
- *Student applies knowledge and thought processes to explain his/her world and solve problems.*
- *Student shows a perception of the interrelationships among the scientific themes (energy, interactions, patterns, and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, and ecosphere).*
- *Student recognizes the effects of the sciences, technologies, and societies on one another and on the environment.*

Student realizes his/her own unique educational interests, talents, and abilities.

- *Student participates with the Education Specialist and parents in the design of an individualized learning plan that incorporates all aspects of his or her educational program and that serves as the student's learning contract with CWCS.*

III. METHODS OF MEASURING STUDENTS PROGRESS

All students will achieve the student standards by graduation, but not all students will progress at the same rate. Certificated Education Specialists shall consider each student's individual abilities, interests, and talents in utilizing the following measurements.

The charter school shall administer the mandated state assessments and shall also meet any required state performance standards developed. Every year the charter school shall receive an evaluation via the State of California's Academic Performance Index (API) based on mandated state assessments to determine if students are achieving academic levels which are at least equivalent to or exceeding those achieved by students in similar type schools across the state.

Additionally, student progress will be assessed through the current state mandated assessment tools and a variety of the following:

- *Monthly review of work*
- *Annual portfolios*
- *Parent, student, and Education Specialist observation*
- *Norm and criterion referenced tests*
- *Student demonstrations*
- *Student grade*
- *Student work samples*
- *Student self-evaluation*

IV. THE GOVERNANCE STRUCTURE OF THE SCHOOL

The charter school shall be governed by the Parent Council, which will consist of 29 parents of CWCS students. Except as otherwise provided herein, the members of the Parent Council shall be elected by a majority vote cast by the parents of CWCS students, and the term of office for each member shall be two years. Elections shall be held during May of each year. Each election shall be by written ballot. Each family having one or more student(s) enrolled in CWCS on the date of the elections shall be entitled to one vote per enrolled student. No more than one parent from any family may serve as a Parent Council member at any time. A quorum of the Parent Council necessary for the transaction of business shall be a majority of the elected members. All business of the Parent Council shall be by the majority of the members attending a Parent Council meeting. The school site administrator shall preside, but not vote, at all Parent Council meetings.

All meetings of the Parent Council shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), shall take place at least quarterly, and shall be held at a location within the sponsoring district. The charter school practices and policies will ensure parental involvement. Each parent has the right of approval for all instructional materials and opportunities provided to his/her student. CWCS shall, on a regular basis, consult with parents and Education Specialists of enrolled students regarding the school's educational programs.

The day-to-day governance and management of CWCS will be provided by Innovative Education Management (IEM), a 501(c)(3) nonprofit public benefit corporation (501(c)(3)) or such other appropriate non-profit public benefit corporation as the Parent Council may select. IEM will oversee the charter school's operations and will provide the various professionals needed to manage and administer the school. IEM will act as liaison with the sponsoring district.

As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school. The district will not be liable for any actions taken by IEM or the charter school. IEM shall maintain a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the sponsoring district. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between IEM and the sponsoring district and a copy of this policy will be available for review to the sponsoring district before the opening of the charter school. IEM will act as its own fiscal agent to the fullest extent of the law. In fulfilling its obligations relating hereto, IEM shall comply with the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

V. QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER

All charter school students are assigned to an Education Specialist who shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. CWCS and/or IEM may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management and support services. All staff of CWCS will have the necessary qualifications, skills, experience and credentials to fulfill their job description. These documents and job descriptions shall be maintained on file at the charter school and/or at IEM corporate headquarters and shall be subject to periodic inspection upon request by the chartering authority.

VI. HEALTH AND SAFETY

CWCS shall comply with all of the requirements of Education Code section 44237 to ensure the safety of employees and students. CWCS will comply with all applicable laws, including the Family Education Rights and Privacy Act, concerning immunization, health and safety, first aid, child abuse reporting and related issues for both employees and students. All employees of CWCS will furnish criminal record summaries in accordance with Education Code section 44237.

VII. RACIAL AND ETHNIC BALANCE

The means by which the charter school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition was submitted will consist of public announcements of the school's program that will neither encourage nor discourage any particular racial or ethnic group from gravitating to the charter school. CWCS will maintain information concerning the ethnicity of all CWCS students, and if the balance is not reflective of that of the sponsoring district, a committee of school parents, teachers, CWCS staff and the District Community Liaison will meet to discuss the imbalance and explore available options, which may include additional outreach initiatives, to remedy the situation.

VIII. ADMISSIONS REQUIREMENTS

Students will be considered for admission without regard to ethnicity, national origin, gender, and disability or achievement level. Admission will not be determined according to the place of residence of the student or parents. Prior to admission, all parents must sign annual parent/student contracts regarding the charter school outcomes, philosophy, program, and any other applicable requirements including special education services offered by the charter school. All students' continued enrollment shall depend upon them fulfilling the terms of the annual parent/student contract.

Charter schools are schools of choice. All students in the Waterford Unified School District, neighboring districts and K-12 students residing in counties contiguous with and including Stanislaus County are eligible to attend the Connecting Waters Charter School. If more students apply than can be admitted, the following admission processes will be followed:

- *In the event that the numbers of students who wish to attend the school exceed the school's capacity, a lottery system will be used to determine those selected to attend. Admission preference will be given first to siblings of current students and to those students residing within Waterford Unified School District boundaries and then to students who live in other communities and counties.*
- *The Connecting Waters Charter School will be open to all students, including those with special education needs. CWCS will support the administration of special education services at the school site and participate in the "search/child find" efforts of the SELPA. The staff of CWCS will be instructed regarding purposed Special Education "search/child find" efforts and referral procedures.*

The charter school shall comply with all laws establishing minimum age for public school attendance. For a maximum age limit, the school shall allow only pupils over 19 years of age to attend if they are continuously enrolled in public school and make satisfactory progress towards a high school diploma.

IX. AUDIT OF FINANCIAL OPERATIONS

IEM will cause an annual financial audit of the charter school to be conducted by an independent auditor, employing generally accepted accounting principles and experienced in State charter school law. Audits will be conducted according to standards applicable to governmental agencies and the State's audit guide standards applicable to charter schools. Audit reports will be completed and available for review by the school members and the public and submitted to the District Board of Trustees (hereafter "Board of Trustees") following the protocol established by the district for such audits. All audit exceptions and deficiencies will be resolved as determined by state law and this charter. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified by CWCS to meet the auditor's specifications and such modifications will be sent to the Board of Trustees within three (3) months of the auditor's report.

As outlined in Education Code section 47604.3, the charter school shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its

chartering authority or from the Superintendent of Public Instruction and shall consult with the chartering authority or the Superintendent of Public Instruction regarding any inquiries.

X. SUSPENSION AND EXPLUSION

Students may be suspended or expelled from the charter school after a disciplinary hearing where the student is afforded due process and the right to be heard, for non-compliance with the terms of the parent-student contract, or any material violation of any of the conditions, standards or procedures set forth in the charter school petition, the school handbook or of the school's policies and procedures. Students who fail to demonstrate adequate and appropriate progress toward the student standards, as determined by the professional judgment of the certificated Education Specialist assigned to that student, will be subject to expulsion hearings.

Expulsions or suspensions will be based on information provided to the school's administration by the Education Specialist according to school policy. The school's administration will make all decisions concerning suspension, expulsion, or reinstatement of suspended or expelled students after one or more duly noticed hearing(s) where the student shall be given an opportunity to participate and present facts relevant to the issues set forth in the hearing notice. A committee composed of five (5) members of the Parent Council and selected by the Parent Council shall have ultimate authority over all discipline matters.

Prior to any disciplinary hearings, the school administration shall notify the student and his/her parents, in writing, of any incident(s) or fact(s) justifying discipline and give the student a reasonable opportunity to cure the violation, unless the school administration determines that the violation constitutes a severe and imminent threat to the health or safety of others in the school. In the event of a student's expulsion, the school administration will notify the student's district of residence of the student's expulsion. If the parent contests an expulsion, a written appeal may be made directly to the Parent Council committee, whose decision shall be final. All discipline matters will be conducted in compliance with constitutional due process.

XI. STRS, PERS, AND SOCIAL SECURITY PARTICIPATION

All employees leaving the district to work at CWCS shall enjoy the same employee benefits as all other employees of CWCS with similar job classifications. Employees of CWCS shall participate in STRS, PERS, or Social Security depending upon eligibility with the corresponding agency.

XII. PUBLIC SCHOOL ALTERNATIVES

Attendance at this charter school is entirely voluntary on the part of the students who enroll. Attendance at district of residence public schools shall be an option for all students who do not choose to attend this charter school.

XIII. RIGHTS OF EMPLOYEES LEAVING THE DISTRICT

Persons employed by CWCS shall not be deemed to be employees of the sponsoring district for any purpose whatsoever. Notwithstanding, District employees who transfer to CWCS but later return to District service shall have the right to 1) retain their seniority date with the District, 2) continue accruing security with the District while serving with CWCS, and 3) transfer back to District non-charter schools for the following year, if they notify the District's Personnel Services Department of their transfer request no later than March 15. Seniority date(s) and accrued security shall not apply to CWCS employment in any manner whatsoever.

XIV. PROCEDURES FOR RESOLVING DISPUTES RELATING TO PROVISIONS OF THE CHARTER

Any dispute between CWCS, IEM and/or the sponsoring district (collectively "the Parties") shall be resolved in accordance with the following procedure. The term dispute means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the parties, which does not constitute a severe and imminent threat to the health and safety of pupils. The parties will first attempt to resolve disputes between CWCS, IEM or the District by discussion and

agreement between the District Superintendent or designee, a representative of the CWCS Parent Council, and a representative of IEM within thirty (30) days of any party identifying any such dispute in a written notice sent to all other parties. If the parties are unable to reach agreement, the dispute shall be referred to non-binding mediation before a single neutral mediator. A request for mediation shall be in writing and must be served on all other non-requesting parties no later than fourteen (14) calendar days from the date the parties last met to discuss the dispute but were unsuccessful in reaching an agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator shall be selected by mutual agreement. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation, unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of mediation shall be born equally by all of the parties. No party shall commence any litigation or other administrative action in connection with any dispute relating to this Charter or any MOU between the parties without first exhausting this dispute resolution procedure.

XV. LABOR RELATIONS/EMPLOYMENT

All employees of CWCS shall be employees of the charter school and not employees of any District or the SBE for the purposes of AB 631.

XVI. EXCLUSIVE PUBLIC EMPLOYER

This Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act Section 3540.1 of the Government Code.

XVII. AMENDMENTS

This Charter School Petition may be amended by a written agreement between IEM and the Board of Trustees.

XVIII. TERM OF THE CHARTER

The term of this Charter shall be five years and may be renewed for subsequent five-year terms by the Board of Trustees. The Board of Trustees must act to renew or not renew this Charter no later than six (6) months prior to the date this Charter expires. The renewed term of this Charter shall commence on July 1 following the Board of Trustees' decision to renew the Charter. If it is not renewed as provided herein, the Charter shall expire on June 30 after the end of the fifth academic year of CWCS's existence or its renewed term, as applicable.

XIX. REVOKING THE CHARTER

The Board of Trustees may revoke the Charter if it finds that CWCS did any of the following:

- 1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.*
- 2. Failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- 3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- 4. Violated any provision of law.*

XX. SCHOOL CLOSURE PROTOCOL

In the event CWCS closes, CWCS shall document and effect its closure by official action which shall identify the reason for the closure. CWCS shall promptly notify the District and CWCS students and parents of the official action and the effective date of the school closure. CWCS shall provide information to assist parents and students in locating suitable alternative educational programs.

As applicable and consistent with statute, CWCS will provide parents, students, and/or the District or subsequently selected school(s) with all appropriate student records and will otherwise assist students in transferring to their next school(s). All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. §1232g.

As soon as reasonably practicable, IEM shall prepare final CWCS financial records and shall commission an independent audit by a qualified Certified Public Accountant paid for by CWCS to determine the disposition of all assets and liabilities of CWCS. The results of the audit shall be forwarded to the District upon completion.

Upon the school's closure, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all accrued ADA apportionments and other revenue generated by students attending CWCS shall remain the sole property of the charter school subject to all audited and verifiable claims documented in the final audit as provided herein. In the event that charter school is dissolved, all such property shall be distributed as IEM shall determine in accordance with state statutes governing nonprofit public benefit entities.

XXI. CHARTER IMPACT ON THE CHARTER AUTHORIZER

Because of IEM's extensive charter school experience, this charter's impact upon the charter authorizer shall be minimal. IEM shall provide or cause to be provided to District and other applicable agencies all reports and oversight documents in the type and format requested.

XXII. ADDITIONAL CONSIDERATIONS

Details of any business or administrative services, special education services, costs and funding between the district and CWCS and /or IEM shall be detailed in the MOU.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this Charter, which are inconsistent with the terms of this Charter, the parties agree to amend this Charter and any applicable MOU provisions to accord with any such changes.

The charter school shall serve the needs of disabled pupils by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, children with disabilities.

In the event the CWCS, at its election, presents verifiable written assurances during the term of this Charter that CWCS will participate as an LEA in a special education local plan approved by the State Board of Education, the parties agree to amend this Charter and any applicable MOU provisions to enable CWCS to do so.

For purposes of NCLB, this charter school defines Core Subjects to be English, Mathematics, Social Science, and Science. This charter school designates middle school to be an elementary program.

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

CWCS will prepare its graduates to be:

1. Effective Communicators (Reading/Writing). “Student will read and write effectively.” Student:

- *reads actively and derives meaning from written media.*
- *reads extensively for a variety of purposes.*
- *writes using grammatically acceptable English.*
- *adjusts tone and style of writing for purpose and audience.*
- *supports statements using well-rounded facts, theory, and opinion.*
- *separates fact from opinion.*
- *logically reaches conclusions based on sufficient evidence.*
- *clearly and succinctly states key points.*
- *organizes ideas in a variety of ways.*
- *demonstrates creativity through style, organization, and development of content.*

2. Technologically and Socially Skilled Individuals (Life Skills). “Student sufficiently understands and functions in the world around him/her.” Student:

- *demonstrates involvement in his/her community.*
- *has knowledge of the reciprocal relationship between the individual and his/her environment.*
- *demonstrates various skills in seeking employment and/or college admission.*
- *understands and demonstrates his/her role as an employee, consumer, and financial manager.*
- *identifies and documents the effects of technology on his/her environment.*
- *participates in physical activities that develop strength, endurance, and personal fitness.*

3. Historically Aware (History). “Student appreciates the history of mankind in all its diversity.” Student shows his/her appreciation for history by identifying relationships between past and present events or situations:

- *involving cause and effect: people, events, or situations influencing an action or result.*
- *involving comparison: similarities and differences.*
- *involving classification: events and situations explained as political, economic, social, and/or intellectual.*
- *involving anticipation of the future using evidence from the past and the present to draw conclusion about the future.*
- *involving understanding of the extent of time.*
- *student applies physical and cultural geography to his/her understanding of societies.*

4. Effective Citizens (Political Process). “Student comprehends the political process.” Student-

- *understands the structures, operations, and relationships of the governments in the United States.*

5. Mathematical Thinkers (Math). “Student applies mathematical principles and operations to solve problems.” Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving-

- *with numbers and operations.*
- *in geometry and measurement.*
- *in functions and algebra.*
- *in statistics and probability.*

- *student solves problems with problem formulation, problem implementation, and/or problem conclusion.*
- *student communicates his/her own knowledge of basic skills, understanding of concepts, and ability to solve problems and understand the mathematical communication of others.*

6. Scientific Thinkers (Science). “Student applies scientific concepts and skills to explain his/her world and find solutions to its problems.” Student:

- *observes, compares, orders, and categorizes characteristics and behaviors.*
- *communicate ideas.*
- *relates factors of differing objects and events, and infers about unknown or unseen processes.*
- *applies knowledge and thought processes to explain his/her world and solve problems.*
- *demonstrates recognition of the interrelationships among the scientific themes (energy, interactions, patterns, change).*
- *demonstrates recognition of the four spheres (litho-, hydro-, atmo-, eco-)*
- *recognizes the effects of the sciences, technologies, and societies on one another and on the environment.*

7. Lifelong Learners (Special Interests). “Student realizes his/her own unique educational interests, talents, and abilities.” Student:

- *has experience or knowledge in a variety of the arts, trades, professions, languages and other disciplines.*

PARENT INVOLVEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, our School has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of Connecting Waters Charter School (CWCS).¹

Parents who enroll their children in CWCS shall, through specific enrollment and curriculum contracts, accept responsibility for their children's education. CWCS will support its students and parents with appropriate educational materials, and with a team of education specialists (credentialed teachers) and advisors. CWCS education specialists and advisors shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

II Annual Meeting

Each year CWCS has four parent council meetings. A meeting is held each quarter: September, December, March & May.

III. Notice

Within 30 days of the beginning of school, CWCS will provide a Parent Handbook. It will provide the following:

Contact Information, Charter, Mission Statement, General Information: Educational Benefits, School Goals, Expected Schoolwide Learning Results (ESLR, WASC, Education Specialist, ES Advisor, Seven Growth Areas, Learning Records and Attendance, Learning Difficulties, Truancy, Cheating & Plagiarism, Funding, Curriculum, Student Admission, Assessment/Testing, Portfolios, Work Samples, Report Cards, Parent Evaluation Survey, Parent Support, Communication, Newsletters, Learning Centers, School Counselor, Graduation, Contract Program Courses, Educational Activities, Approved Vendor List, School ID Cards, Yearbooks, Work Permits, Student Agreement Form, Assessment Confirmation Form, Parent Information Check off Sheet, and School Calendar.

The School will post this policy on its website.

IV. Program Involvement

In order to involve parents in an organized, ongoing and timely way, CWCS will involve parents of participating students as follows:

- CWCS will publish an online monthly newsletter with notification of upcoming participation opportunities.
- CWCS will maintain a parent listserve with reminders of upcoming events.
- CWCS's Parent Council will assist in planning, reviewing and improving programs, the parent involvement policy and the schoolwide action plan. The Parent Council will meet four (4) times a year (once per quarter) at the designated location and will be made up of 29 parent council members. Additionally, the Parent Council will be involved in decisions regarding parent involvement activities.
- All parents of CWCS are invited to attend Parent Council meetings where parents are able to formulate suggestions relating to the education of their children.

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in CWCS, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

V. Building Capacity for Involvement

A. Standards, Assessments, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among CWCS, parents and the community to improve student academic achievement, CWCS will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor their child's progress and work with their Education Specialist (ES) to improve the academic achievement of their children:

- CWCS will regularly publish in its newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor their child's progress and work with their ES to improve the academic achievement of their children.
- Regular meetings will be held at CWCS, at community libraries and/or parent volunteer homes to discuss how parents can work with their ES to improve their child's academic achievement.
- CWCS will hold family math and science nights to introduce parents to CWCS's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.
- At the beginning of each school year, the ES and parent will develop personalized learning plans for each student and review them each year with each student's parent. The ES will also review with parents each student's personalized learning plan at the conclusion of each year to measure progress and success in meeting the goals.
- On CWCS's website, it will provide a link to its School Accountability Report Card on the California Department of Education's website.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, CWCS will provide materials and training to help parents to work with their children to improve their children's achievement.

C. Education on Parent Involvement

CWCS will annually educate teachers, pupil services personnel, executive director and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and CWCS. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

INDEPENDENT STUDY POLICY

- A. This policy shall apply to all pupils enrolled in Connecting Waters Charter School (CWCS), an independent study charter school serving pupils in grades K-12.
- B. Students who attend CWCS will be educated through individually designed curricula, which may include, but are not limited to; non-classroom based learning programs, cooperative school programs and classes, apprenticeships, on-the-job training, community-based educational programs, group seminars, distance learning via current technology, and supplemental learning projects.
- C. The Charter School shall comply with all state and federal Charter School laws regarding independent study instruction.
- D. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees of the Charter School.
- E. The maximum length of time that may elapse between the times an independent study assignment is made and the date by which the student must complete the assigned work shall be no more than twenty (20) school days, or as modified by an assigned credentialed teacher at the time the work is assigned to the pupil.
- F. Students who fail to demonstrate adequate and appropriate monthly progress toward the student standards, as determined by the professional judgment of the credentialed teacher assigned to that student, will be subject to expulsion for truancy.

After one (1) missed assignment an evaluation shall be conducted 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 made pursuant to this subdivision shall be maintained in the pupil's permanent record. The evaluation may consist of some or all of the following:

- Monthly review of work,
- Annual portfolios,
- Parent, student, and Education Specialist observation,
- Norm and criterion referenced tests,
- Student demonstrations,
- Student grades,
- Student work samples,
- Student self-evaluation.

The role of the credentialed teacher is critical to the success of charter school independent study students. The teacher's observations, discussions with parents and students, and examinations of written work are the key to quality control. Students, who fail to demonstrate adequate and appropriate progress toward the student standards, as determined by the professional judgment of the credentialed teacher assigned to that student, will be subject to expulsion hearings.

- G. A current written student agreement for each independent study pupil shall be maintained on file for each participating student. Each written student agreement shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. Students must meet all elements of the written student agreement in order for continued enrollment in this charter school. The independent study agreement for the student must require and cover a study plan that represents the same amount of study that would be required of a student in a classroom. Written agreements will include subsidiary agreements, such as course contracts and assignments, work records, and testing requirements. Each agreement shall also include the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - The specific resources, including materials and personnel that will be made available to the pupil.
 - A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the written student agreement, recognizing that no written student agreement shall be valid for any period longer than one semester.
 - 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.
 - The inclusion of a statement in each written student agreement that attendance at this charter school is an optional educational alternative in which no pupil may be required to participate.

- Each written student agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, 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 all persons who have direct responsibility for providing assistance to the pupil. Falsification of any information provided by the parent on a student application is grounds for immediate dismissal from the charter.
- H. The Charter School shall not provide any funds or other things of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parents or guardian.
- I. The Charter School may only receive funding for the provision of independent study to pupils who are residents of Stanislaus County or who are residents of a county contiguous to Stanislaus County.
- J. The Charter School must comply with Education Code Section 51745.6 and California Code of Regulations Section 11704 regarding teacher to ADA limits.
Each enrolled student will be assigned a credentialed teacher. Student participates with the credentialed teacher and parents in the design of an individualized learning plan that incorporates all aspects of his or her educational program and that serves as the student's learning contract with CWCS.
- K. On a regular basis, consistent with the written student agreement, the assigned credentialed teacher and the parent shall evaluate the education program of the student and modify as necessary to maximize student success. The assigned credentialed teacher will have the final authority with regard to the education program of the student, and outcomes with the exception of students who qualify for special education services whose services and outcomes will be determined by an Individual Education plan ("IEP") team pursuant to law.
- L. It is understood that students who qualify for special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") will not be denied services following a careful review of their current IEP. Identified special education students are expected to attend scheduled tutorials to assist him/her in meeting the identified goals and objectives in their Individual Educational Plan (IEP). Two unexcused absences or missing more than 50% of a student's special education services in a month will result in the student being truant. Parents will be invited to an IEP meeting to review their student's educational progress, and to insure that this charter school remains the least restrictive environment in which to promote educational benefit. As is the policy of general education, a second truancy in the current academic year will result in immediate dismissal from the charter school.
- M. Acceptance into this Charter School:
Acceptance of students into the Charter School requires the following:
- a) Parents who enroll their children in CWCS shall, through specific enrollment and curriculum contracts, accept responsibility for their children's education. CWCS will support its students and parents with appropriate educational materials, and with a team of credentialed teachers and advisors. CWCS credentialed teachers and advisors shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts.
 - b) Any parent(s) or legally responsible entity may designate an alternate party to act in place of the parent(s). CWCS adult students do not require parental participation in educational or admission contracts, or performance evaluations.
- N. Independent Study Roles
The credentialed teacher will:
- Ensure that independent study occurs in accordance with state law and charter policy and regulations.
 - Facilitate the completion of written student agreements.
 - Supervise and assess approved coursework.
 - Assign all grades and credits earned and report the information for inclusion in student's permanent record.
 - Establish, complete, and maintain necessary reports and records, including, but not limited to, learning records and attendance record.
 - Personally judge the time value of student assignments or work products before ADA is earned.
 - Assess the student's level of education, modifying the curriculum as necessary to meet charter guidelines
 - Administer state mandated tests as required.
 - Select and save representative samples of the student's completed and evaluated assignments.

The parents will:

- Participate with the credentialed teacher in the development of the student's educational plan.
- Parents and education specialists meet face to face at least once every 20 school days* to review and document attendance and the learning that occurs in that learning period.
- Under the direction of the credentialed teacher:
Assume responsibility for supplied books, materials, supplies, and equipment

The student will:

- Be responsible to fulfilling the written student agreement components.

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GENERAL INFORMATION

Academic Probation

All new and continuing high school students will complete a High School Enrollment Contract. Students who are deficient 30 or more credits/units or have not maintained satisfactory progress at the time of enrollment will be accepted on a conditional basis and placed on academic probation by the School Counselor if enrolled through Centralized Intake, or by the ES if sibling enrollment. In addition to the requirements listed on the contract, students who are on academic probation must complete all attempted courses with 70% or better, and AESS is recommended. The student's progress will be tracked and monitored.

Approved Vendor List

The approved vendor list can be viewed at

http://www.ieminc.org/search/search_vendors.php

Assessment/Testing

All CWCS students are required to take the mandatory school wide or STAR assessment. Connecting Waters is required to administer any state mandated tests. The following tests are mandated by the California State Board of Education:

- STAR (Standardized Testing and Reporting) is administered to students in Grades 2-11.
- STAR writing exam, is separate exam administered on an additional date to students in grades 4 and 7.
- The CAT6 is the specific test chosen for STAR testing in 2003. The parent may choose whether or not to include scores in the student's cumulative file.
- CELDT (California English Language Development Test) is administered initially to students whose home language is not English and there is no record of English language development assessment results, within 30 calendar days after enrollment. An annual assessment is administered until identified English Learners are reclassified to Fluent English Proficient.
- CAHSEE (California High School Exit Exam) is administered to high school students beginning with grade 10. The exam has two parts: English Language Arts and Mathematics. Students must pass both portions of the CAHSEE to receive their high school diploma. All students must take the CAHSEE exam in their 10th grade year. Students must also meet the district's requirements for graduation.
- PHYSICAL FITNESS (PE) test is administered to Grades 5, 7, and 9 during the STAR administration.
- Connecting Waters may administer a norm-referenced pre-test correlated to the state mandated assessments upon admission for baseline information.
- Connecting Waters will administer all the mandated state assessments and will also meet any required state performance standards development academic performance based on these pre- and post tests to determine if students are achieving academic levels which are at least equivalent to or exceeding those achieved by students in similar type schools both within the District and across the state.

CAHSEE Intensive Plan

All California public school students are required by state law to satisfy the California High School Exit Examination (CAHSEE) requirement, as well as all other state and local requirements, in order to receive a high school diploma. All students, including English learners and students with disabilities, must take the CAHSEE for the first time in grade ten. Students who do not pass the exam in tenth grade will have additional opportunities in grades eleven and twelve to retake the part(s) not passed. The CAHSEE Intensive Plan is an intensive program set up to help students pass the CAHSEE so they can earn their high school diploma. High school seniors who do not pass the CAHSEE will not be allowed to participate in the graduation ceremony.

Earning the diploma is the first priority in a student's educational endeavors, and therefore will take precedence over other elective activities when planning the Instructional Funds budget. The CAHSEE Intensive programs can be expensive, and the parent/student must keep this in mind when making requests for other activities.

Tenth grade students who score below basic or far below basic on the English Language Arts and math (general and algebra) on their 9th grade STAR and 12th graders who have not passed the exam must participate in the CAHSEE Intensive Plan. You will work with your ES to develop a individualized program for your student.

Scantron Performance Series Pre/Post Testing:

The *PERFORMANCE Series™* utilizes an innovative computer-adaptive, Internet based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available providing an accurate evaluation of the student's abilities – in approximately 45-60 minutes. *PERFORMANCE Series™* is required for students in grades 2-12 and will help ESes place students at the appropriate instructional levels. This tool can be used to evaluate skill mastery, place incoming students, and provide immediate reports to parents and tutors on progress made as the course proceeds. The advantage of the Scantron assessment solution over traditional assessments is that it measures actual growth of each student and places them correctly for instruction. This assessment will be administered twice each year.

Wide Range Achievement Test (WRAT) Pre/Post Testing:

This test is a brief achievement test measuring reading recognition, spelling, and arithmetic computation and is required for our K, 1 and students who are non-readers. Total test time is 15 to 30 minutes, depending upon the age. Scoring by hand takes less than five (5) minutes. It is a valuable instrument to assist in diagnosing levels of academic achievement, learning disabilities, and checking progress in academic remedial programs. This assessment will be administered twice each year for the grade levels indicated.

This is a tool that is readily available for use with all ages of students in assisting the parents and ES with curriculum choice.

Attendance and Learning Records

The charter states that the ES must meet face to face at least once every 20 school days with each student. In order to remain enrolled in this charter school, a student must demonstrate progress towards the student standards. High school students must be attempting at least 25 credits a semester. Daily attendance is tracked in the student records with the attendance roll sheet hard copy, which is filled out monthly by the parent and ES. A hard copy of the attendance roll sheet is given to the parent at each meeting. The roll sheet stays with the parent who marks daily on the roll sheet as learning occurs. It is necessary that the parent keep the roll sheet since the parent is with the student daily. The roll sheet must have original (not copied) signatures as it is a legal document. When the ES visits the family to write the learning record, the attendance roll sheet for that learning period is given to the ES. An electronic learning record submitted by the ES then documents the learning represented by the attendance on the roll sheet.

The main purposes of a completed learning record are:

- *To document a student's school attendance,*
- *To document a student's progress towards his/her goals and objectives,*
- *To recognize and applaud the learning achievements of each student.*

The documentation of the student's progress towards the student standards is the main role of the ES. Included on the learning record format is a listing of the California Content Standards in each ELSR growth area. Prior to completing the learning record, the ES evaluates the learning by indicating the standards in which progress has occurred during the learning period. Parents may request a copy of learning records for their children at any time. These monthly meetings provide an opportunity to ask for help from your ES. During this interview you can ask for suggestions about activities and resources that pertain to education value.

Career Planning

In order to make career plans, students will need to do some investigating! The Education and Career Planning course offered is a great way to begin exploring different career options for high school students.

Cheating and Plagiarism

All students are expected to conduct themselves with a high degree of integrity. Cheating and plagiarism are not acceptable behaviors at CWCS. Instances of cheating and plagiarism include but are not limited to: cheat or crib notes, looking at & using other student's answers or work, copying homework, class work, or tests, and doing another student's work. Copying or paraphrasing work from the Internet, book, magazine, newspaper, song or other sources without proper citing sources is prohibited. When using facts that are not generally known, statistical data or copying maps, charts or graphs without using the author's name and a bibliography is also prohibited. Student papers will be turned into "Turn it in.com" that will instantly identify unoriginal material. **Students caught cheating or plagiarizing are subject to an "F" or "Zero" on the assignment or test, an "F" grade for the class, and/or suspension as deemed appropriate by school administration.**

Communication

In an effort to provide quality service to our parents, our Parent Support Department, Advisors, or school office calls our families to see if we are meeting all of their needs.

It is vital that you keep your contact information current with our school. This is the only way that our school office may communicate time sensitive, essential information that is pertinent to your student's education.

Please call Lori Porter, Parent Support, at 1-800-808-9895 Ext 4, and then 1, or email her at; parentsupport@connectingwaters.org and provide her with your updated contact information so that we can correct our files and contact you.

Concurrent/Dual Enrollment

CWCS is a public school, therefore your child(ren) **can not** be enrolled in CWCS and another public or private school at the same time. California Education Code Section 47602(b) and Title 5, California Code of Regulations Section 11965(a) prohibit such "dual enrollment". As a consequence of any dual enrollment, CWCS is forced to return all funds related to the attendance of any dually enrolled student to the state and may encounter issues during our annual audit. The only other private or public school that a student at CWCS may be enrolled in is a Regional Occupation Program (ROP) or community college with the necessary approval from CWCS, pursuant to the signed enrollment forms.

Contract Program Courses (CP)

Contract Program Courses are initiated based on the student's educational needs. These classes can be set up by your ES or by the school. The ES instructional budget for your child can be used to pay for the expense of your student attending a course. These courses can be held at a variety of locations. Prior to instruction, the ES must approve course instructors. The student must receive a course approval form from the ES and give to the instructor in order to be admitted into a class.

If your student is unable to attend a class that they have signed up for, please contact the instructor so that your student's spot may be held in the class. Failure to communicate absences could result in the student being dropped from the course and funding removed from the instructional funds account.

More information about contract program classes can be obtained at <http://www.ieminc.org/handbook/cprograms/cppolicy.htm>.

Curriculum

Our ESes work with the parent to choose a curriculum that is the best for the student. The ES must be familiar with the many curriculum choices available. In order to be able to fully advise the parent, they also must know about teaching approaches, learning styles and how to access additional information. In addition to this the ES must be able to identify that the student is progressing toward mastery of the California Content Standards.

Education Specialist (ES)

Each family and student is assigned an education specialist (ES). The ES is responsible for: completing the required paperwork and documentation for each student, advising and counseling both parents and students, communicating school information to the parents, evaluating student progress, keeping current with school policy and procedure, and using computer technology. Every effort will be made to assign ESes to students living in his/her immediate area. This will encourage a better relationship between the specialist and the family since it is more convenient for visitations and for arranging group activities if families are so interested.

The ES is expected to be able to serve the needs of students on an individual basis. Since each student can have widely different needs, an ES will be able to best serve his/her families with a broad base of knowledge. This knowledge should include familiarity with the numerous curriculum options,

learning approaches and resources available. The ES should be able to explain adequately to families the choices available through CWCS including graduation requirements, portfolio options, inservices, and Internet resources, group education activities available and Contract Programs class information. If an ES cannot answer a question adequately for a family, then he/she may need to conduct research for that family.

The ES is the main liaison between the program and the family and should be the primary source of information. Communication from the ES to the family will occur through periodic visitation, telephone calls, email, and/or through writing. The ESes goal is to serve the student and parent's needs to the best of his/her ability without allowing his/her convenience to interfere. Some ESes visit the family in the home; others arrange to meet their families at a centrally located appropriate meeting place (e.g. the county library). The decision of where to meet lies with the parent and if the ES feels unable to accommodate the parent's decision, a different ES may be requested. The ES's goal is to serve the student's and parent's needs to the best of his/her ability without allowing personal convenience to interfere. Neither party should accept missed appointments, late arrivals, or unpreparedness as routine. An ES may request release from an assignment when it is believed that a different ES would be more beneficial. Parents may always request a different ES if they are unhappy with their current arrangement.

Education Specialist Advisor (ES Advisor)

Each ES has an ES Advisor. Part of the role of the ES Advisor is to address concerns and needs of parents when either the ES or the parent asks for assistance. The advisor instructs and coaches the ESes in the application of school policies and procedures, provide training for the ES group meetings, meet individually with ESes as needed, review and evaluate the performance and work of the ESes, act as the ESes' professional growth advisor, provide curriculum counseling.

Your first source for information should always be your ES. The school's website has an abundance of information available to you also. But, for those needs that exceed these resources, an advisor is always ready and waiting to serve you. You should receive a General Information Sheet from your ES at the beginning of each school year. Your ES Advisor's name, e-mail, and phone number should be on that sheet.

Educational Activities

An Educational Activity is an educational expense for one or more students in one family at one school approved business or independent contractor. The ES Instructional Fund (IF) can finance educational activity expenses only for currently enrolled students. Educational Activities include but are not limited to: admission fees, material costs, event registration fees, enrichment activities, community involvement activities, core subject assistance, and other educational services fees. The ES instructional fund can pay for "instruction", but any membership fees a business may require in order for a student to participate in their activity cannot be paid for by the school, but must be paid for by the parent/student in order to participate in that activity.

There are several Group Educational Activities that are provided for all of our students during the school year. **All** educational activities require the submission of a signed permission slip.

More information about educational activities can be obtained at

<http://www.ieminc.org/handbook/cprograms/edactpol.htm>

Educational Benefits

Connecting Waters is a school which strives to uphold parent rights and choice in education. Therefore, the school provides parents the opportunity to design either a classical course of study or to follow outcome based education theory. However, the curricula and materials shall adhere to the California State Frameworks and Content Standards as outlined in the Charter. Because of the school's unique structure, a "one-size-fits-all" curriculum is not mandated, and parents remain the authority of any material affecting their children's attitudes, values, and beliefs.

Connecting Waters allows for wide differences in student learning styles, abilities, and interests that are difficult to accommodate in a traditional school setting. Parents have the opportunity to tailor the learning environment to the individual needs of their children. This school also provides students the opportunity to participate in electronic learning through today's technology.

Edusoft

Edusoft is an optional web-based assessment program. Each ES and parent may have access to Edusoft through their username and password that is provided at your request. It allows the ES and parent to check the mastery of their student's progress towards the Content Standards. The mini assessments can be used to help your child to prepare for the yearly-standardized exam. You may also use our quarterly assessments, our school wide Benchmark Exams to check student progress throughout the year.

Illuminate Code of Conduct Policy

All students who attend an online Illuminate class must comply for the Illuminate Code of Conduct Policy. This policy will be given to you by your ES or Illuminate Instructor. Failure to comply with the policy will result in dismissal from online classes and/or suspension as deemed appropriate by the school administration.

Funding

Connecting Waters, like other California public schools, receives educational funding based upon average daily attendance (ADA). If a student resides in another district but chooses to participate in this program, the state determined funds follow him/her to this school. Connecting Waters budget is divided into the following three categories: 1) instructional materials, 2) teacher's payroll, 3) district and program administration.

Graduation

There is an eighth grade and senior graduation ceremony during the last week of school. All eighth grade and secondary students who have met all of the graduation requirements are welcome to participate in the ceremonies. A participation graduation form must be submitted to the school office. The form can be obtained via the mail or online from your ES. High school seniors who do not pass the CAHSEE will not be allowed to participate in the graduation ceremony.

Learning Centers

The school offers learning centers to aid in your child's education. The centers serve as an ideal meeting place for students and teachers, classes, resource libraries, parent meetings and workshops. The centers house thousands of books, curriculum, and materials that students have access to as well as a computer lab. The staff is there to assist you in finding any of your curriculum needs and provide updated information about the school. If you walk into a center any day of the week, you might see students: taking a Spanish or Algebra class, getting a piano lesson, meeting with an ES, or creating an art masterpiece!

Learning Challenges

As a public school within California, state law requires our charter school to identify and assist students with academic, physical, and/or social/emotional issues that may impede their school performance.

To assist our parents and staff in better identifying and meeting the needs of students with learning challenges, our school utilizes a process called Response to Instruction (RtI) through Personalized Learning Team (PLT) meetings. Regularly throughout the school year, the PLT meets to identify appropriate curriculum, learning strategies, and resource supports for students experiencing learning challenges in our charter school. The PLT enables parents and their ES to meet the needs of learning challenged students by generating Personalized Learning Improvement Plans (PLIPs) to use with the student. A written PLT meeting report is generated after each meeting to help guide and monitor the student's progress throughout the journey to success.

It is the goal of the PLT process to accelerate learning and close the learning gap, so that students function well within grade level expectations, or at a Tier I level of instruction. Students who struggle academically receive curriculum and instruction more specific to their learning needs. Generally, through the PLT process students begin by receiving prescribed strategic instruction, or Tier II instruction. If sufficient growth is noted, during the instructional process, and a few meetings, students return to Tier I or grade level instruction. If sufficient growth is not noted after a few meetings, the instruction becomes more intensive and more specific to meet the learning needs through Tier III instruction. Again, the goal is to accelerate learning to close the learning gap in a reasonable amount of time. If adequate growth is not documented through work and monitoring

progress, students may need to be evaluated to determine their possible eligibility to receive special education support. At this point of a referral, our Special Education Department will assist parents and their students throughout the referral, assessment and identification processes. If found eligible for special education, all related services and materials are provided to students at no cost to their family or instructional funds. If students do not qualify for special education services, they return to Tier III instructional support and the PLT process within general education.

If you would like to discuss your student's academic progress with the Personalized Learning Team, please contact your ES for more details. He or she can generate a referral to our PLT.

Please note: If your child has received Special Education services and/or been served under a 504 Accommodation Plan at a previous school and you *have not been contacted* by our Special Education Department to discuss continued services with our school, please call the Special Education Department at 1-800-979-4436 or by dialing 1-619-562-7328

Newsletters

In August, you will receive in the mail a copy of our newsletter. This edition will include a yearly calendar of events, group education activity schedule, learning center classes, and any updates for the school year. You will want to keep this edition at your finger tips throughout the school year. By the first of each month, an online newsletter is posted on our website. It includes class updates, event happenings, guidance department, curriculum updates, and much more. You may read the newsletter online or print a copy. All newsletters can be viewed at:

<http://www.connectingwaters.org/Newsletters/index.htm>.

No Child Left Behind Act of 2001

The No Child Left Behind Act of 2001 (NCLB) reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965 and expands on major reforms, particularly in the areas of state academic standards, assessment, accountability, and school improvement. This federal law requires states to develop assessments linked to these standards for all students.

NCLB sets out several key performance goals for states:

- *All students will be taught by highly qualified teachers*
- *All students will attain "proficiency" in reading and mathematics by 2014, including students with disabilities and English learners*
- *All English learners will become proficient in English*
- *All students will learn in schools that are safe and drug free*
- *All students will graduate from high school*

Highly Qualified Teachers (HQTs)

The federal requirement is that all students are provided with "highly qualified teachers":

- *Have a bachelor's degree*
- *Have state certification and*
- *Demonstrate subject matter competence for each core subject they teach*

NCLB Core Academic High School Subjects for California

The core academic subjects for California are: English/Language Arts, Reading- including reading interventions and CAHSEE English classes, Mathematics- including reading interventions and CAHSEE Math classes, Biological Sciences, Chemistry, Geosciences, Physics, Social Sciences- History, Government, Economics, Geography, Foreign languages (specific-French, English, German, etc), Drama/Theater (English credential), Visual Arts, Music, Dance (Physical Education credential). What this means to us it that every student taking one of these core courses must receive access and oversight by a person who is highly qualified in that specific core subject area.

Our students are provided access to HQTs in the high school core academic areas by:

- *taking courses through an online vendor approved by CWCS*
- *taking courses at a learning center taught by a highly qualified teacher (HQT)*
- *taking a class at a junior college*
- *having a highly qualified tutor*
- *enrolling in an online CWCS Department Course taught by our HQTs*

Parent Evaluation Survey

Each year CWCS will ask parents for their input about the services provided by the charter school. The Parent Evaluation Survey will be included in the January newsletter and will cover a variety of areas, including:

- *the enrollment process*
- *monthly meetings and the service specifically provided by their ES*
- *curriculum information and Contract Programs*
- *the school's service to the student/family*

Parent Support

Parent support is our way of helping you, the parent, with your questions and concerns. We can also add you to our information highway, the CWCS Parent Listserve. This forum is used to send messages regarding important information about upcoming events, activities and special notices. Parent in-service is arranged periodically through CWCS. Parents and students have the opportunity to connect with persons of expertise and interest in various topics.

You may contact our Parent Support Coordinator, Lori Porter at 1-800-808-9895 Ext. 4, and then 1 or email her at parentsupport@connectingwaters.org.

Portfolios

A portfolio is a purposeful, integrated collection of student work that shows effort, progress, or achievement in one or more areas. The collection includes evidence of student self-reflection and student participation in standards. A portfolio communicates what is learned and why it is important. (Paulson, 1991)

A portfolio is one work sample for each learning area covered that semester if the student is in grades K-8 and one work sample per COURSE per semester for 9th to 12th. Students doing a mixture of K-8 and 9-12 may include all samples in the same envelope, listing the samples correctly on the Portfolio Checklist.

Report Cards

Report cards are not required but are available upon request for those students whose learning assessment is summarized in letter grades and/or if they are necessary for future endeavors. All 9-12 grade students will be issued a report card at the conclusion of each semester.

It is the ESes' responsibility to assign grades and credits since they represent the professional evaluation by the ES of the student's progress towards the student standards. The subject area grades will be printed on the report card, which is available to the ES electronically. Be sure to let your ES know if you would like a copy of this report card.

School Counselors

The guidance program assures that students are provided with ongoing high quality assistance to enhance their self-knowledge, educational, occupational and career development. As a result, our students will have the skills necessary to succeed in school and beyond as demonstrated by their attainment of these skills.

Our school counselors has assisted students and parents with developing 4 to 6 year academic plans, goal setting, college and high school graduation requirements, post high school career and educational options.

School Goals

The Goals of Connecting Waters Charter School are:

- *to improve Student Achievement in Reading and Writing*
- *to improve Student Achievement in Mathematic*
- *to increase STAR Participation Rate to 100%*
- *to assist Post Student Graduate Success*

School ID Cards

Student ID cards are required for all CAHSEE students that do not have another valid photo ID. Student ID cards are offered to all students when school pictures are taken. If a student does not participate in picture day, but would still like a student ID, then please mail a one inch photo with the student's name and grade on the back of the photo to the school office in Waterford. Your ID card will be mailed to you.

Seven Growth Areas

Students will address the seven growth area goals as identified in the charter:

1. *Literacy...Student reads and writes effectively.*
2. *Life Skills...Student sufficiently understands and functions in the world around him/her.*
3. *History...Student appreciates the history of mankind in all its diversity.*
4. *Political Process...Student comprehends the political process.*
5. *Mathematics...Student applies mathematical principles and operations to solve problems.*
6. *Science...Student applies scientific concepts and skills to explain his/her world and find solutions to its problems.*
7. *Special Interests...Student realize his/her own special interests, talents and abilities.*

Student Admission

Students age five by December 2 may be enrolled in CWCS. Students may be enrolled in only one school at a time. Dates on the completed enrollment form must reflect accurate attendance facts. An inter/intra-district transfer is not necessary.

Student Dress Code

The CWCS dress code sets standards that promote a positive and safe learning environment for students. Students should wear neat, clean and appropriate clothing at all school activities, including school dances, graduation activities, and testing.

The following guidelines shall apply to all regular school activities:

1. Students shall dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare, or that of others, or cause a disruption to the educational process. Clothes shall be sufficient to conceal undergarments when sitting or standing. The following articles or clothing are not permitted:
 - Shorts, pants, skirts, and tops that fail to conceal undergarments, back, abdomen, and cleavage. No oversized saggy pants (all pants must be worn at the waist) Fabric can be any, but no frayed hems (as on cut-offs), and no holes such as in worn out denims.
 - Back-less, strap-less, or spaghetti strap tops
 - Low cut tops and dresses
 - Bare-midriff tops
 - Chains of any sort, wallet or utility-type chains
 - See-through garments
2. All attire must fit appropriately and must not be too small or too large. Shorts and skirts shorter than mid-thigh are prohibited.
3. Shoes shall be worn at all times. Steel-toed boots and bedroom slippers are prohibited.
4. Clothing, accessories, and jewelry shall be free of writing, pictures, symbols or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive.

Clothing, accessories, or jewelry that degrade any cultural, religious or ethnic values, that advocate racial, ethnic, or religious prejudice or discrimination, or that promote sex, the use of tobacco, drugs, alcohol or violence or any unlawful acts (including gang activity) are prohibited.

5. Dark glasses shall not be worn indoors, except for valid medical reasons authorized by the administration and verified in writing by a physician.
6. Gang-related clothing or accessories, including but not limited to bandannas, or other symbols, emblems or insignia are prohibited. Gang-related web belts with or without punched out metal buckles are prohibited. School officials shall consider student history and information obtained from community agencies and resources when making these judgments. Dangerous clothing accessories are prohibited (i.e., spiked jewelry, studded collars, studded belts, hanging belts).
7. Hats, caps and other head coverings are prohibited indoors during regular school hours except as specifically authorized by a school official for such school activities as athletics and theatrical performances or other approved personal reasons such as health needs. Hooded sweatshirts when used to conceal identity are not permitted.

The Executive Director of the school or her designee makes the final decision of what is appropriate school attire. The Executive Director of the School or her designee may issue more specific dress code guidelines at any time.

Student Evaluation Survey

Each year students will evaluate the effectiveness of their school. The Student Evaluation Survey will be included in the January newsletter.

Truancy

Charter School students, who are truant for two school appointment/attendance periods (length of time between meetings or scheduled appointments with the school, but no more than 20 days maximum) within the same school year, will be dropped from the school and will not be permitted to re-enroll in the school at a later date.

Visiting Other School Campuses

Students who are enrolled in CWCS are expected to be in school during traditional school hours while school is in session. This means that the student should be actively involved in learning either at home, at one of our learning centers, or an activity approved by the school. It is prohibited to be on another school campus during school hours. Violation of this policy can result in dismissal from CWCS.

Western Association of Schools and Colleges (WASC)

In 2005, CWCS was fully accredited by The Western Association of Schools and Colleges (WASC). When a school becomes accredited this:

- *Certifies to the public that the school is a trustworthy institution of learning*
- *Validates the integrity of a school's program and student transcripts*
- *Fosters improvement of the school's programs and operations to support student learning*
- *Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program*

WASC accreditation is beneficial in that some military recruiters expect the applicants to be from accredited schools and many districts have policies to accept credits only from WASC accredited schools.

Work Permits

All students between the ages of 14 and 18 are required to have a work permit before they can begin work, unless they are in the entertainment industry, in which case they will still need a work permit, but the age limit is much lower. You can obtain an application for a work permit from your ES or by visiting the CWCS web site at: www.connectingwaters.org, then clicking on 'Parent Information'. All work permits are issued out of the school office in Waterford. If you have any questions about work permits, please feel free to call Bonnie Johansson at 1-800-808-9895 ext. 6, or via email at workpermits@connectingwaters.org. Students who have not passed the CAHSEE may be denied a work permit.

Work Samples

ESes will collect the best work each month throughout the school year. You should save at least one sample in a growth area each month for every student to give to your ES at your monthly ES visit. Materials which represent a student's best work are defined as assessment samples which reflect individual progress towards student standards. These assessment samples may be in the form of projects, writing samples, video tapes, audio tapes, drawings, tests, photographs, etc.

Writing Prompts

Writing plays a crucial role in the academic and business success of students. Each family will be given a writing prompt/rubric booklet by their ES. A quarterly writing sample is required to be completed and reviewed with your ES. Two writing samples, one from each semester, will be included in the student portfolio.

Yearbooks

Each year a yearbook committee facilitates the creation of a full color yearbook. Photos for the yearbook can be taken at the learning centers. If you are unable to attend a scheduled picture day, you can submit your own picture (size 1" x 1 ½" or a mini wallet size 1 5/8" x 2") for the yearbook. We would also like you to submit educational pictures of your students throughout the year for the yearbook. These pictures may include but are not limited to: sports, group educational activities, dance, drama, music, and science activities.

ASSESSMENT CONFIRMATION

(To be completed by ES/parent along with the 1st enrollment SA and Fall SA each school year after)

Mail with the Student Agreement to: IEM, 1166 Broadway, Suite Q, Placerville, CA 95667

This letter is to provide notification and confirmation that you have received your mandatory school testing information from your ES, and understand the school requirements. This form provides us with your commitment that your student will attend these mandated assessments to be in compliance with state and federal law so that we can continue to provide the wonderful parent choice now available through your Charter School. **Without your student's participation our charter school may cease to exist!**

Directions: Parent **please initial each section**, as directed below, indicating your agreement that your student will participate in all of the school, state, and federally required assessments listed. Failure to initial each applicable section below may bar enrollment in this charter school for your student(s).

ALL PARENTS MUST INITIAL ALL THREE ITEMS IN THIS SECTION

___ **Online School Pre-Test and Post-Test is administered to all students 2 – 12, WRAT test for grades K and 1.**

This assessment is taken with your ES online on either your computer in your home, on a computer your ES may bring with him/her to your home or in a location with computer access arranged with your ES.

___ **CELDT Assessments will be given to EL students K-12 as required by law.**

You will be notified if this language assessment is required for your student. The test will be administered in a location given to you at the time the test is arranged for your student.

___ **I will provide transportation for my child to the testing locations for all of their required assessments (K-12).**

Transportation to all of the required assessments listed below is the responsibility of the parent/student and not this charter school.

GRADES 2-11 MUST INITIAL ONE ITEM IN THIS SECTION

___ **Mandated STAR Assessment for all students in grades 2-11 each spring.**

Please note that even if your 11th grade student plans to graduate this year, he/she is still considered an 11th grader and must take the STAR. Testing will take place over a 3-4 day period in various geographic locations schoolwide. A portion of Student Instructional Funding will be spent on materials reviewing the State Content Standards in preparation for this assessment.

___ **Mandatory School Assessment for all students in grades 2-11 each spring. (Only initial if STAR above is not initialed)**

This mandatory assessment takes place in Waterford and will take place over a 7 day period (all days are required) with transportation to Waterford to be provided by the parent. This schoolwide assessment may not be waived by the parent/student, but may be waived by the school if the student attends the STAR Assessment for the same school year. (Choose the "Mandatory STAR assessment" in this section, if you wish to request that this test be waived by your student's participation in the STAR.)

PARENTS MUST INITIAL ANY GRADE APPROPRIATE ITEM IN THIS SECTION

___ **CAHSEE for all 10th graders, and 11th/12th graders who have not yet passed the CAHSEE**

Has the parent shown written documentation that the student has passed?

ES Circle One: Yes (initials not required above) No (parent initials required above)

This mandatory High School Exit exam must be first taken when the student is in 10th grade, then until it is passed. Students in 10th grade who score below or far below basic on 9th grade STAR, and all 12th graders who have not passed, are required to participate in our CAHSEE Intensive program. (CAHSEE Intensive may be required for 11th graders who have not passed.)

___ **Physical Fitness Testing (PFT) is administered in conjunction with STAR testing for grades 5, 7, and 9 ONLY.**

Does your student have any pre-existing medical conditions that would prohibit them from participating in any of the following physical fitness testing: one mile walk/run, shoulder stretches, body weight/height, curl-up, trunk lift, push-ups? Please list medical condition:

___ **Mandated STAR Writing Test for all 4th and 7th Graders (occurs at a different time/location than other STAR assessments.)**

PARENTS MAY INITIAL THE TWO ITEMS BELOW AS NEEDED:

___ I am interested in receiving information on being a parent volunteer at my student's STAR testing site in the Spring. I understand that I cannot be in the same room as the one my child is in for testing.

___ I will need a test location that does not conflict with my religious beliefs.

I agree to take responsibility to see that my child is at each mandated test session for their grade level. I understand my enrollment in this charter school can only occur if I have initialed above as directed, signed below, and my student attends the required assessment sessions that are considered a school appointment according to our school's truancy policy.

Parent Name: _____ Parent Signature: _____

Students Names: _____ Grade Levels: _____

ES Name: _____ Date: _____ ES Advisor: _____

STUDENT AGREEMENT

(For use by ES for enrolling student. Complete one each semester.)

Mail to IEM Student Services, 1166 Broadway, Ste. Q, Placerville, CA 95667

School Name: _____ School Year: _____

Student Name: _____ Student # _____

Parent(s) Name: _____ Track: _____

Semester (Choose one): Fall Spring Summer School Grade _____ Ret?

Contract Begins: _____ Ends: _____ Duration: _____

Manner for submitting assignments and reporting progress: _____

Time: _____ Frequency: _____ Place: _____

STUDENT CUMULATIVE FILE CONTENTS:

Please complete a standard report card for my K-8 student.
(if box is not checked - Report Card is not requested)

Please DO NOT place the results of the STAR test in this student's cumulative file.

K-8 students will produce a portfolio and may earn course grades as a measurement of academic accomplishment.

DISTRIBUTION OF EDUCATIONAL RESPONSIBILITIES

(Circle one, or Parent/Student and ES may choose other % in space provided)

Responsibility	Parent/Student	Ed Specialist	Total
Selection of Curriculum materials	100% 50% 0% _____	100% 50% 0% _____	100%
Person(s) giving assignments/instruction	100% 50% 0% _____	100% 50% 0% _____	100%
Evaluation of student's daily work	100% 50% 0% _____	100% 50% 0% _____	100%
Arrange educational activities and cooperative learning projects	100% 50% 0% _____	100% 50% 0% _____	100%

Upon completion of course work, 9-12 grade students will receive the following credits for each subject:

Subject	# of Credits	Subject	# of Credits

The above must be completed for students in grades 9-12.

Student Educational Objectives:

The student must make adequate and appropriate progress toward the attainment of the Student Standards outlined in the charter document. Activities selected as the means to reach the objectives may include, but are not limited to: reading, research, essays, term papers, flash cards, illustrations, oral reports, demonstrations, participation, group projects, lesson exercises, games, projects, comprehension questions, computer programs, educational activities, simulations, discussions, note taking, videos, audio tapes, coloring, and other educational activities. Learning records will include descriptions of the major objectives and activities of the course of study covered by the agreement that were used within each assignment period.

Methods of evaluating student work:

Mandatory: portfolio, monthly review of work, parent and ES observation, STAR test

Optional: norm and criterion referenced tests, student demonstrations

Student/Parent understands the following:

*This student is entitled to school services and resources including, but not limited to, all school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, group courses, and community resources.

*No more than 20 days may pass between when an assignment is made and the date by which a K-12 student must complete the assigned work in this charter school unless an exception is made in accordance with school policy.

*** I agree that I am fully responsible for all items provided for my student's education (books, materials, non-consumable supplies, equipment-including computers). These borrowed items will be returned to my ES in reasonable condition when my student disenrolls from CWCS, or I must immediately pay the full replacement cost of such items.**

*The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the student to remain in independent study shall be one (1).

*Enrollment in this charter school program is an optional alternative that is voluntarily selected. This student will remain eligible to enroll in a school located in the district in which he/she is enrolled in the Charter School.

*I understand that this charter school may choose, in lieu of or in addition to currently required State mandated standardized assessments, to administer its own school-wide assessment to all students. School mandated assessments cannot be waived and participation in such is deemed to be a condition of enrollment/continued enrollment in this charter school.

*Identified special education students must legally be enrolled in a program that promotes their educational benefit. As such, student's progress is carefully monitored to insure the Independent Study model is the most appropriate placement for him/her. Students are required to keep all scheduled special education appointments to remain enrolled in the charter school.

*Assumption of Risk IEM client schools shall permit students to use, as educational material, products available to the general public. IEM acts only as a purchasing/distribution mechanism for products selected by the student/parent and is in no way responsible for any product liability. The parent, hereby acknowledges that the use of potentially hazardous products pose certain risks of injury even when operated/used properly. Student's use of ANY potentially hazardous product, whether authorized or unauthorized, and wherever and however such use or operation may occur do so under HIS OR HER own risk.

*** Parent and student are required to contact student's ES by the first day of each semester to confirm student's enrollment. Failure to do so will nullify this agreement, and school will assign student's enrollment to another student on the school enrollment waiting list.**

By signing this contract, I, the undersigned agree that I have read this contract and the charter and understand the charter school's outcomes, philosophy, program, and requirements. As a parent, I accept FULL responsibility for my child's education. The Charter School was envisioned to allow a new and different allocation of finite resources. This innovative approach to education may not be appropriate for all children.

Student's Signature (Required)

Date: _____

Parent/Guardian's Signature (Required)

Date: _____

Education Specialist's Signature (Required)

Date: _____

Connecting Waters Charter School Internet/Computer System Acceptable Use Regulations

(Required to complete set up process for a parent/student Internet account and check out of computer system use through the school.

Process begins with an online account request submission and ordering a computer system by the ES.

(ES to keep in student file)

ES Name _____ ES No. _____

Parent Name _____ Parent No. _____

Student Name _____ Student No. _____

Student Name _____ Student No. _____

The purpose of this policy is to insure that Internet access and use of the school owned computers will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school and community.

Initials Required Below Where Indicated

Monitoring:

_____ CWCS will retain the right to monitor Internet/computer activity, review any material stored in files which are generally accessible to others, edit or remove any material which the school staff, in its sole discretion, believes violates the above standards, and terminate the Internet/Computer Agreement of any persons violating the conditions set forth in this agreement.

_____ Students using the Internet shall be closely supervised by the parent. The responsibility for supervision of students using their Internet account from anywhere shall be that of their parents /guardians. Just as parents need to monitor television and video viewing, radio listening, and reading materials, parents of students using the school computer are responsible for supervising their child's use of the Internet. Students and their parents are ultimately responsible for the materials accessed through the use of student Internet accounts.

_____ The information service may occasionally require new registration and account information to continue the service. This will require us to give out certain portions of your personal information to a 3rd party vendor required for this requested service.

_____ Any fees (**excluding long distance phone charges**) for this requested account will be deducted from ES instructional funds for your student. The amount charged will be pre-paid and not refunded.

_____ It is your responsibility (not the school's or the ES's) to verify with your local telephone company that the computer you are using to access this provided account is dialing a local (no charge) phone number. The school **will not** be responsible/liable for any long distance charges you incur while accessing this account.

Legal Issues:

_____ The California Computer Crime Bill (1979) added section 502 to the Penal Code making it a felony to intentionally access any computer or system or network for the purpose of:

- 1) Devising or executing any scheme or artifice to defraud or extort or,
- 2) Obtaining money, property or services with false or fraudulent intent, representations and promises.

_____ It is also a felony to maliciously access, alter, delete, damage or destroy any computer system, computer network program or data. Some examples of such offenses are:

- 1) Using the system for personal gain
- 2) Damaging school property, including software or hardware

Penalties include maximum fines of \$5,000.00 and/or imprisonment in the state prison system for up to three years or the county jail for up to one year.

Juvenile offenders, unless otherwise dictated by law and circumstances, will be prosecuted through the juvenile court system. Anyone committing acts of the kind will face legal action and Connecting Waters Charter School disciplinary procedures.

Resources:

It is the intent of Connecting Waters Charter School to protect students from inappropriate information. However, the CWCS staff cannot screen all of the materials available on the Internet. Willful access to inappropriate material in any form by students as well as the importation of any material for "outside sources" is a violation of this policy and may result in disciplinary action including, but not limited to, the revocation of the right of Internet and computer privileges and expulsion of the student.

Students, staff and parents hold a joint responsibility to insure that inappropriate material is not displayed or available on any computer. Students and parents jointly hold a responsibility to report their awareness of such material to their ES. Failure to do so will result in appropriate punitive action including, but not limited to, the revocation of the right of Internet and computer privileges, and expulsion of the student.

Personal Use:

_____ The use of the Internet/computer system and all of its equipment is a privilege. The Internet accounts and computer systems will be for the exclusive use of the student.

Plagiarism:

_____ The utilization of another person's written thoughts, research or data without crediting the material to that person is considered plagiarism. The student, who attempts to lead readers to believe they are reading a student's original work, when it is not, is guilty of plagiarism. Students who have plagiarized material will be dealt with in accordance with the CWCS Parent Handbook.

Internet Safety:

_____ Students will be explicitly taught about Internet safety, including how to protect online privacy and how to avoid online predators using resources such as materials available from CTAP 's Web site (<http://www.ctap4.org/cybersafety/ip.htm> and <http://www.ctap4.org/cybersafety/AUP.htm>, and downloadable workshops.

Copyright:

According to the Copyright Act of 1976, "fair use" means that information legally found on the Internet may be used for scholarly purpose. Information may not be plagiarized or sold.

Prohibited Uses:

This policy does not attempt to articulate all required or proscribed behavior by users. Misuse may come in many forms; it is commonly viewed as any transmission(s) sent or received that suggest or indicates pornography, unethical or illegal solicitation, racism, sexism and inappropriate language.

The Connecting Waters Charter School characterizes the following as unacceptable:

- _____ 1) Using the Internet/computer system for illegal, inappropriate, or obscene purposes or in support of such activities.
- _____ 2) Utilizing the Internet/computer system for any illegal activity includes violation of copyrights or other contracts violating such matters as institutional or third party copyright, license agreements and other contracts.
- _____ 3) Intentionally disrupting equipment of system performance.
- _____ 4) Downgrading the equipment or system performance.
- _____ 5) Destroy any hardware or software used.
- _____ 6) Utilizing the school's computing resources for commercial/financial gain or fraud.
- _____ 7) Pirating and/or theft of data, equipment, or intellectual property.
- _____ 8) Gaining or seeking to gain unauthorized access to resources or entities.
- _____ 9) Utilizing the system to encourage the use of drugs, alcohol or tobacco or any promotion or attempt to promote any unethical practices or any activity prohibited by law and Connecting Waters Charter School policy.
- _____ 10) Using harassing, abusive or obscene language.
- _____ 11) Annoying, harassing or intentionally offending another person.
- _____ 12) Introducing computer viruses into the system.
- _____ 13) Forging electronic mail messages or using an access owned by, or used by another.
- _____ 14) Wasting of resources.
- _____ 15) Invading the privacy of others.
- _____ 16) Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.

Consequences of non-compliance

As with any other violation of school rules and regulations, consequences of violations include, but are not limited to, the following:

- 1) Suspension of Internet access
- 2) Revocation of Internet access
- 3) Limitations of computer access
- 4) Revocation of computer access
- 5) Connecting Waters Charter School disciplinary processes up to, and including, suspension and/or expulsion.
- 6) Legal action and prosecution
- 7) Financial liability for loss of Internet computer system

I understand and will abide by the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, and appropriate legal action. I also agree to report any misuse of the information system to the System Administrator. All the rules of conduct described in the publication entitled "Internet/Computer Acceptable Use Regulations" apply when I am on the Internet or using the computer system.

(Adult Students over the age of 18 sign on the provided Parent Signature line)

Each space above preceding each line **must be initialed by the parent/adult student**, or this account cannot be activated. Please do not submit an account request if an agreement to the above cannot be made.

ES Name (Printed)

Parent Name/Adult Student (Printed)

ES Signature

Date

Parent/Adult Student Signature

Date

PARENT INFORMATION CHECK OFF SHEET

Please check off the following items that have been explained & discussed to your satisfaction and have received documents.

- My ES provided me with a new copy of the General Info Sheet with all contact numbers included.
- My ES provided me with a copy of the school calendar.
- My ES has provided the California Content Standards for the grade level of my student(s) this year.
- My ES has explained the four required Writing Prompt samples and the optional Benchmark exams.
- My ES has explained and I have signed the Assessment Confirmation form and understand that missing any required test session constitutes a truancy with this school.
- My ES has pre-tested my students or set a date to do so.
- My ES has reviewed and explained the current Scantron results, the previous year's report data for STAR/CST, and/or CAHSEE (for students who did not pass). Students scoring basic or below require a PLIP (Personalized Learning Improvement Plan); and the ES and parent have developed Goal and Strategies for Math and/or English for those students. (If the scores are not available at this meeting, we will develop the goals and strategies at our next meeting.)
- My ES has explained the school's truancy, suspension and expulsion policies.
- My ES has explained the Expected Schoolwide Learning Results (ESLRs) to me.
- My ES has informed me about contract program opportunities and learning center classes that the school can provide this year.
- I have discussed the instructional funding available for my student(s) this year and we have set spending priorities. I understand that the school's funding can not be used to purchase denominational or sectarian materials, and that all educational materials provided to my students remain the property of this charter school. Lost or willfully damaged items will be charged to the parents, and student records will be withheld. (www.ieminc.org/handbook/instrfunds/ifcriteria.htm)
- I have been provided with curriculum I have requested, or while I am waiting for my requested curriculum, my ES has given me assignments for my students.
- My ES has informed me about the parent and student email listserve and how to sign up for them.
- My ES has informed me of the information available at the school website, which includes the newsletter, parent council information, parent handbook, contract programs and vendor information, etc.
- I have filled out the School Survey Addendum and returned it to my ES.
- My ES has completed or reviewed (if returning student) the Graduation Requirement Agreement.
- I have been provided information about access to a HQT in the core subjects for my 7-12 grade student.
- My ES has given me a copy of the most recent school newsletter and has explained how to obtain future editions.
- My ES has told me about Edusoft, and has given me an information/sign-up sheet. www.connectingwaters.org/CWforms/edusoft1003.pdf
- My ES has asked me for a photo of my student for an ID card that will be necessary for school testing. **(Mandatory for high school only.)**
- I have signed the CAHSEE letter for my 10th and/or 12th grade student. (if applicable).
- My ES has reviewed the HS Enrollment contract and Academic Probation policy. (if applicable).
- I have been informed that my student(s) must be explicitly taught about Internet safety, including how to protect online privacy and how to avoid online predators using resources such as materials available from CTAP's website (<http://www.ctap4.org/cybersafety/ip.htm> and <http://www.ctap4.org/cybersafety/AUP.htm> and downloadable workshops.

