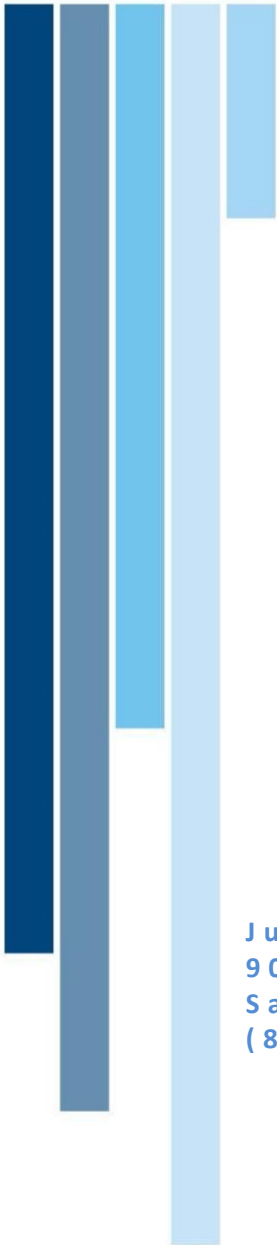




2021-22

Monterey County Home Charter School Student & Parent Handbook



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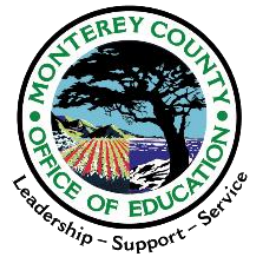


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2021-22 MCHCS School Calendar

	M	T	W	TH	F	IMPORTANT DATES, HOLIDAYS
August	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	Aug. 18 – 20 - Teacher Orientation (18 th), Teacher Work Days (19 th & 20 st)– No School On These Days
S1W1	23	24	25	26	27	Aug. 23 – First Day of School
S1W2/ September	30	31	1	2	3	Aug. 30 – Sept. 17 – Quarterly Assessments #1
S1W3	6	7	8	9	10	Sept. 6 – Labor Day—No School
S1W4	13	14	15	16	17	Mo. 1 (19 days)
S1W5	20	21	22	23	24	Sept. 22 - Back to School Picnic
S1W6/October	27	28	29	30	1	
S1W7	4	5	6	7	8	
S1W8	11	12	13	14	15	Oct. 15 - End of Quarter 1
S1W9	18	19	20	21	22	Mo. 2 (20 days)
S1W10	25	26	27	28	29	
S1W11 / November	1	2	3	4	5	
S1W12	8	9	10	11	12	Nov. 11 – Veterans Day—No School
S1W13	15	16	17	18	19	Mo. 3 (19 days)
S1W14A	22	23	24	25	26	Nov. 24 - 26 - Thanksgiving Holiday—No School
S1W14B/ December	29	30	1	2	3	Nov. 29 – Dec. 17 – Quarterly Assessments #2
S1W15	6	7	8	9	10	Dec. 1 – History/International Day
S1W16	13	14	15	16	17	Mo. 4 (17 days)
	20	21	22	23	24	Dec. 20 - Dec. 31 – Winter Recess
January	27	28	29	30	31	
S1W17	3	4	5	6	7	Jan. 14 – End of Semester 1 (90 School Days)
S1W18	10	11	12	13	14	Jan. 17 – Martin Luther King, Jr. Day—No School
S2W1	17	18	19	20	21	Mo. 5 (15 days)
S2W2	24	25	26	27	28	Jan. 18 – First Day of Second Semester
S2W3/February	31	1	2	3	4	Jan. 21 – Teacher Work Day (No School)
S2W4	7	8	9	10	11	Jan. 24– Feb. 4 – SBAC Interim Assessments
S2W5	14	15	16	17	18	Mo. 6 (18 days)
S2W6	21	22	23	24	25	Feb. 21 – President’s Day—No School
S2W7/March	28	1	2	3	4	March 2 – S.T.E.A.M. Fair
S2W8	7	8	9	10	11	March 11 – End of Quarter 3
S2W9	14	15	16	17	18	Mo. 7 (19 days)
S2W10	21	22	23	24	25	March 21 – April 8 – Quarterly Assessments #3
S2W11/April	28	29	30	31	1	March 31 – Observation of Cesar Chavez Day/Juneteenth Holidays
S2W12	4	5	6	7	8	Mo. 8 (19 days)
S2W13	11	12	13	14	15	April 13 - Open House
S2W14	18	19	20	21	22	April 18 – April 22 – Spring Break
S2W15/May	2	3	4	5	6	Mo. 9 (15 days)
S2W16	9	10	11	12	13	May 2 – May 20 – Tentative CAASPP Testing Window (Grades 3 – 12)
S2W17	16	17	18	19	20	
S2W18	23	24	25	26	27	May 30 – Memorial Day—No School
S2W19	30	31	1	2	3	June 3 – Last Day of School
						Mo. 10 (19 Days)

Rev. 8.15.21

Program Description

Monterey County Home Charter School (MCHCS) is a non-classroom-based conversion charter school authorized by the Monterey County Office of Education. Established in 1988, MCHCS operated as a component of MCOE's Department of Alternative Education until converting to a charter school in 2000. Our school has grown from the handful of students that we so proudly served in 1988 to the more than 300 students that we are privileged to serve today. We serve students from transitional kindergarten through the twelfth grade, and the stability of our enrollment numbers in recent years is surely a testament to both the quality of the program we offer and the acceptance of non-classroom-based education as a viable alternative to traditional classroom instruction.

Monterey County Home Charter School is structured to meet the unique and changing needs of our students and their families in a flexible and creative manner. With guidance and supervision from certificated teachers, parents and students are provided the opportunity to take responsibility for the educational program that best suits each student. Students who successfully complete eighth grade receive a certificate of promotion; students who complete high school graduation requirements receive a high school diploma (MCHCS is accredited by WASC).

MCHCS Vision Statement

Monterey County Home Charter School provides a safe, positive, and dynamic non-classroom based learning environment that challenges students in a nurturing and supportive fashion. MCHCS provides each student with individualized, state-standard-aligned resources best suited to match their specific needs, skills, and interests. This approach encourages students to reach their highest academic potential and provides them with the skills necessary for transition to post-secondary education and training, college, and to the establishment of a successful career.

MCHCS Mission Statement

All students have the ability to be self-confident, lifelong learners that recognize the intrinsic, individual, and communal value of academic achievement and educational success. Through active participation and engagement, Monterey County Home Charter School students will progressively enhance their academic and social skills as they become effective communicators, skillful critical thinkers, expert problem solvers, responsible users of technology, and exemplary citizens.

Monterey County Home Charter School Learning Outcomes

MCHCS is dedicated to ensuring that students receive a quality educational experience that prepares them for college and careers in the 21st century. The following expectations serve as a means of communicating our standards with all shareholders. Our goal is to ensure that all students who graduate from our program are:

MOTIVATED ACHIEVERS who

- Meet or exceed state standards, especially in core subjects
- Synthesize information from multiple sources
- Create intellectual, artistic, practical, and physical products

CRITICAL THINKERS who

- Evaluate, synthesize, and analyze knowledge effectively
- Receive and interpret messages in an effective manner, both with and without the use of technology
- Seek and achieve higher levels of Bloom's Taxonomy

HIGHLY ENGAGED INDIVIDUALS who

- Work together and contribute to the learning community
- Celebrate the diversity and talents of others
- Demonstrate positive and productive citizenship, which includes digital citizenship

CREATIVE COMMUNICATORS who

- Seek to engage in artistic, scientific, and social activities and events
- Respect and communicate with members of our school community
- Effectively convey messages both verbally and in writing both with and without the use of technology

SELF-DIRECTED LEARNERS who

- Can identify a task and see it to completion
- Manage time and resources effectively
- Set realistic goals to achieve their personal best

These expectations will help prepare students for college and career in the 21st century in both technical and non-technical fields as they promote the development of 21st-century skills such as: utilizing digital technology, communication tools, and/or networks appropriately to solve problems and to function effectively in an information-rich world. This includes the ability to use technology as a tool to research, organize, evaluate, and communicate information, the possession of a fundamental understanding of ethical and legal issues surrounding the access and use of information, and the ability to function as a responsible, contributing digital citizen.

General Information

Parent Orientation Meeting/Information Meeting

All new students and their parents/guardians are required to attend an “information meeting” before receiving an enrollment application packet. In the information meeting, many of MCHCS’s program policies and procedures are discussed. Enrollment application packets will be made available to families who choose to proceed with the enrollment process. Please visit our website for current orientation dates, times, and locations: www.mchcs.org.

Important Phone Numbers

MCHCS Main Office	755-0331
Cristina Cazares School Secretary (ccazares@montereycoe.org)	755-0331
Mayela Garcia , Student Information Lead (mygarcia@montereycoe.org)	755-0331
Abel Coronel , Resource Specialist (acoronel@montereycoe.org)	755-0331
Ana Hernandez , Resource Specialist (anahernandez@montereycoe.org)	755-0331

MCHCS TEACHERS AND ADMINISTRATORS

<u>Name</u>	<u>Title</u>	<u>Contact Information</u>
Alameda, Barbara	Teacher	balameda@montereycoe.org
Aruiza, Jamie	Teacher	jaruiza@montereycoe.org
Bernardi, Lisa	Teacher	lbernard@montereycoe.org
Bower, Blaine	Teacher	bbower@montereycoe.org
Corner, Erica	Program Specialist, Special Education	ecorner@montereycoe.org
Gillespie, Jacquelyn	Teacher	igillespie@montereycoe.org
McCollum, Justin	Principal	jmccollum@montereycoe.org
McGrath, Joelle	Teacher	jmcgrath@montereycoe.org
Mocettini, Karen	Teacher	kamocett@montereycoe.org
Peterson, Angie	Teacher	apeterson@montereycoe.org
Smith, Andrea	Math Teacher	asmith@montereycoe.org
Springer, Tammy	Teacher	tspringe@montereycoe.org
Steitz, Diane	Teacher	dsteitz@montereycoe.org
Sweet, Amy	Teacher	asweet@montereycoe.org
Young, Kelly	Teacher	kyoung@montereycoe.org

Frequently Asked Questions (FAQ'S)

How will Monterey County Home Charter School (MCHCS) change as a result of the COVID-19 pandemic?

Monterey County Home Charter School (MCHCS) plans to offer its traditional educational programs and services during the 2021-22 school year. Consistent with its pre-COVID-19 practice, MCHCS students will meet weekly with their supervising teacher in person; however, for the 2021-22 school year, students/families may choose to participate in all other instructional-related components of MCHCS in either the in-person or virtual (e.g., via Zoom) environment.

Students will continue to be expected to comply with all MCHCS policies and procedures (e.g., as outlined in the school's charter and in this handbook). Kindly note that there are strict expectations regarding students completing their assignments by the due date issued by their teacher(s); moreover, prompt student attendance will be required for all support/instructional services scheduled. For example, when students are expected to join their teacher in a virtual meeting/class, they are expected to be on time, just as if they were meeting with their teacher in person, or attending a class in person. Students may be issued disciplinary infractions for absences and/or for being tardy (either in the in-person or in the virtual environment) per the MCHCS Progressive Discipline Policy (see p. 13 below).

For information about the availability of COVID-19 testing opportunities at MCHCS or to learn more about current COVID-19 guidelines, policies, and procedures, please call the office at (831) 755-0331.

How long has MCHCS been in existence?

MCHCS first offered its homeschool program in 1988 at the request of three homeschooling families who helped design the original program. In the summer of 2000, this unique school became the first charter school in the county to receive direct sponsorship by the Monterey County Office of Education.

Do I have to pay to attend?

No. MCHCS is a tuition-free public charter school. Students will be provided with all necessary educational materials and resources as well as basic consumable school supplies.

What does your program have to offer?

- A credentialed teacher who will meet regularly with you and your student to plan and monitor an Individual Learning Plan (ILP) based on your student's needs, skills, and interests. Your teacher will also review and evaluate student progress.
- Maintenance of individual student progress files, state-required attendance records, official student transcripts, quarterly assessments of students' skill levels in English and math, annual state standardized testing, and graduation from 8th and 12th grade (with WASC-accredited diplomas for high school graduates).
- A wide spectrum of support, intervention, and enrichment classes and workshops offered on a weekly basis, a variety of field trips, workshops, and events to supplement core curriculum, a regularly published school bulletin (*The Falcon Flyer*) and student newspaper (*The Student Corner*), and the opportunity to elect representatives to the Monterey County Home Charter School Charter Advisory Board.

How do I enroll?

Families interested in enrolling in our school must first attend an information meeting. In general, information meetings are held on a bi-weekly basis. At the information meeting, parents and students will learn specific details about our programs. After the meeting, parents must complete an enrollment application packet in its entirety, and should submit it to the office as soon as possible to increase chances of enrollment. Copies of the following items are expected to be submitted prior to enrollment:

- Student's birth certificate (if available)
- Immunization records
- High school transcript (if applicable)
- An identification card of the parent/guardian that is enrolling the student
- Any necessary guardianship documents

Once a completed enrollment application packet is submitted, students will be included in our next public random drawing (PRD). (By law, charter schools must institute a PRD – or “lottery” – process for admissions if the number of students interested in attending the school exceeds the school's capacity.)

MCHCS holds PRDs every Monday at 3:30 p.m. throughout the school year (summertime PRD dates are published on the school's website); if Monday is a holiday, then the PRD is held on the next day that school is in session. All completed enrollment application packets received before 2:00 p.m. on the day of the PRD will be included in that day's PRD. Enrollment application packets received after 2:00 p.m. on the day of the PRD will be included in the following week's PRD. Please contact the office for further information regarding the PRD process.

Students interested in enrolling in the independent study program must also successfully pass the Independent Study Placement Test (see below).

After a student is formally admitted into MCHCS and has been assigned a teacher, either the student's teacher or an MCHCS staff member will contact the family to schedule the student's first teacher meeting. Please remember that a parent/guardian must attend the first teacher meeting of each semester for students in the independent study program.

How does the homeschool program work?

After enrolling in the MCHCS program, families are assigned a teacher who will communicate and provide educational guidance to them on a weekly basis. Our teachers assist families in the design, implementation, and maintenance of an individualized learning plan (ILP). To be successful, parents must be both willing and able to work in conjunction with our teachers to develop lesson plans, deliver instruction, provide immediate feedback and support to their students, and to correct and assess their child's work. The parent, thus, takes on a role similar to that of a classroom teacher, but provides this type of instructional support to their student(s) on a daily basis in a home learning environment.

What are the requirements of homeschool parents/mentors?

Homeschool parents/mentors must:

- Be at least 18 years of age;
- Possess a high school diploma or the equivalent (e.g., GED, etc.);
- Be fluent readers, writers, and speakers of the English language;

- Ensure that their homeschool student devotes a minimum of six hours each school day toward the ongoing development of his or her academic development (a minimum of only four hours applies to transitional kindergarten and kindergarten students);
- Attend all weekly meetings with their homeschool student(s);
- Attend all daily synchronous instruction sessions with their student(s);
- Grade assignments and keep various records, per their teacher's directives; and
- Ensure that their homeschool students attend all required meetings, classes, tutoring sessions, and assessments.

What if a parent is unable or unwilling to meet these requirements?

If parents are unable or unwilling to meet the requirements of the homeschool program, they may arrange for another individual who is able and willing to meet the requirements to fulfill the role of the homeschool parent. This person is called a homeschool "mentor," rather than a homeschool "parent."

What is the difference between homeschool and independent study?

Independent study is exclusively offered to students in grades 9-12. Independent study students meet with their teacher for at least one hour each week. Students who are determined to need additional academic support will be required to attend intervention/support classes, workshops, modules, or tutoring sessions on campus. Independent study students are provided with assignments in all core subjects and are required to complete their studies "independently" (e.g., at home). Student attendance is based on completed weekly assignments and attendance at weekly teacher meetings and any site based classes, workshops, modules, or tutoring sessions that the student is expected to attend.

To be eligible for the independent study program, students must pass MCHCS's Independent Study Placement Test.

What is the Independent Study Placement Test?

The Independent Study Placement Test (ISPT) helps determine whether a student is equipped with the mathematical and English language arts skills necessary to be successful in MCHCS's independent study program. Prospective students must take and pass all components of ISPT in order to become eligible for enrollment within this program. Please call the office to schedule a testing session.

Monterey County Home Charter School Policies

Kindly note that the policies included below do not represent a comprehensive list of school policies. Please contact the principal if you would like to review policies not listed in this handbook.

The Master Agreement

The state of California mandates that each student and parent complete a master agreement at the beginning of each semester and/or upon enrollment. This agreement includes student information, dates of enrollment, coursework to be completed, along with methods of study and evaluation. After all required parties sign the master agreement, an MCHCS administrator must approve any subsequent alteration to the master agreement. A list of both student and parent expectations is outlined within the document.

The Individualized Learning Plan (ILP)

Each quarter, teachers develop an ILP for each of their students. This plan provides information regarding the student's coursework to be completed during the time period, materials to be used, and data regarding current student achievement in all core areas and various electives. The plan is used as a guide for teachers and parents to pace, monitor, and adjust instruction as needed. Parents and students are required to review the document on a quarterly basis (i.e., after each revision of the ILP).

Weekly Meetings

All MCHCS students are required to attend weekly meetings (in person) with their teacher. If a student is enrolled in the home school program, the student's parent/mentor must attend all meetings (also in person). Home school students and families must also have teacher meetings in their home on a bi-monthly basis. In other words, one weekly teacher meeting must be conducted in the home at least once every two months.

Attendance

Student attendance is based on completed weekly assignments and attendance at weekly teacher meetings and any site based classes, workshops, daily synchronous instructional sessions, daily live interaction sessions/activities, or tutoring sessions that the student is expected to attend. While students are assigned a minimum of six hours of schoolwork each school day (with the exception of transitional kindergarten and kindergarten students, who are assigned a minimum of four hours of schoolwork each school day), students enrolled in MCHCS must complete a minimum of four hours of schoolwork each school day (i.e., a minimum of 20 hours of school work each week) to be awarded full attendance. If a student completes fewer than four hours of schoolwork on a school day or if the student does not participate in her/his daily synchronous instructional/live interaction session, then the student may be marked "absent" for that school day; these requirements are derived from state law that applies to non-classroom-based education models (i.e., independent study). Parents and teachers (and in some cases, students—e.g., 9-12 grade students on the Contemporaneous Attendance Log) will independently verify that each student completes the minimum amount of work required for attendance purposes, and will confirm their attendance records on a regular basis; confirmation of attendance may also include confirming that a student participated in the daily synchronous instruction/live interaction sessions. The MCHCS teacher is the person who, by law, is authorized to make the final determination that the student has accomplished an appropriate amount of schoolwork.

Student Direct Contact

MCHCS students are required to attend their regularly scheduled weekly meetings with their teachers. This policy would come into effect in the event that the student is absent from at least one weekly meeting (i.e., due to illness, a family emergency, etc.).

Student Direct Contact Policy:

All MCHCS students are to have direct, face-to-face contact with an MCHCS staff member at least once every two weeks, excluding school holidays and weekends (i.e., every ten school days).¹

When it has been determined that a student has not had direct, face-to-face contact with an MCHCS staff member in a two-week period, administrators will work with MCHCS teachers and staff members to establish direct, face-to-face contact with the student on the next school day. If direct, face-to-face contact cannot be established on this day, then on the following day, an attempt to establish direct, face-to-face contact with the student will be made via a home visit.

A disciplinary infraction may be issued to the student for whom the home visit is conducted. This may be excused if the reason for the lack of direct face-to-face contact with an MCHCS staff member is due to a medical or family emergency.²

Please consult the MCHCS Student Direct Contact Policy for further information regarding this policy, a copy of which may be obtained in the MCHCS office.

Excused Vs. Unexcused Absences

Students are expected to attend all scheduled meetings with their teacher, all site-based classes, workshops, modules, and tutoring sessions that they are scheduled to attend, and to participate in all scheduled assessments. **Parents must notify the MCHCS office and/or their teacher prior to an absence.** A student may not cancel his or her own teacher meeting or excuse himself or herself from a site-based class, workshop, module, tutoring session, or quarterly assessment. MCHCS follows California Education Code Section 48205 to determine if an absence may be excused. If a student accumulates more than two excused absences, a parent conference will be scheduled to determine if MCHCS is the appropriate educational setting for the student.

Unexcused absences will result in the student receiving a disciplinary infraction as outlined in the MCHCS Progressive Discipline Policy. Please consult the MCHCS Absent Student Policy for further information regarding excused and unexcused absences, a copy of which may be obtained in the MCHCS office.

¹ Digital face-to-face communication (e.g., FaceTime, Skype, Zoom) shall be permitted to take the place of direct, face-to-face communication.

² Documents verifying such medical or family emergencies shall be submitted by a parent/guardian.

Extended Leave of Absence

An *MCHCS Extended Leave of Absence* is a predetermined, maximum two-week (i.e., 10 school days) period of time in which an MCHCS student does not attend her/his regularly scheduled weekly meeting with her/his teacher, or come to the MCHCS campus to sign-in and submit completed assignments with an MCHCS staff member. MCHCS students may engage in an extended leave of absence once every school year. In order to participate in an extended leave of absence, an MCHCS student and her/his parent must complete an *MCHCS Extended Leave of Absence* form prior to the absence. An extended leave of absence may not extend beyond two weeks. If a student's leave of absence extends beyond two weeks, the student may face dismissal from MCHCS. For more information regarding this policy, please consult the *Monterey County Home Charter School Extended Leave of Absence Request Policy*, a copy of which may be obtained in the MCHCS office.

Truancy

The Monterey County District Attorney's Office will contact parents of students who are truant. Students that currently have truancy issues, have a contract with the Monterey County District Attorney's Office Truancy Abatement Program, or have a history of attendance issues will be required to sign a truancy contract and/or the "MCHCS Contract of Exemplary Performance".

MCHCS Progressive Discipline Policy

The MCHCS Progressive Discipline Policy is a multi-tiered system that helps determine whether or not MCHCS is the appropriate educational setting for students. Students that do not follow school policies and/or procedures receive infractions. Infractions may be issued for actions that include, but are not limited to, the following:

- Earning an unexcused absence for a teacher appointment
- Earning an unexcused absence for a required (intervention/support) class, workshop, daily synchronous instruction session, or daily live interaction session
- Earning an unexcused absence for a required tutoring session
- Not participating in the quarterly assessments during the regularly scheduled assessment window
- Being more than 15 minutes late to a scheduled appointment with his/her teacher
- Completing of less than 80% of weekly assignments
- Student's lesson plans are incomplete and/or not corrected
- Student work is plagiarized and/or answers are copied
- Student was defiant to an MCOE employee

If or when an infraction occurs, the MCHCS Progressive Discipline Policy will follow the multi-tiered system as outlined below:

- 1.) Infraction #1 – The student and/or parent will receive an informal warning (i.e., verbal or written) from the teacher.
- 2.) Infraction #2 – The student and/or parent will receive a warning letter, issued by the teacher and the principal and/or the assistant principal.
- 3.) Infraction #3 – The student and/or parent will receive a second warning letter, issued by

the teacher and the principal and/or the assistant principal. A conference will be scheduled with an administrator, who will determine whether MCHCS is the most appropriate placement for the student's educational needs. If it is determined that MCHCS is not the most appropriate educational setting for the student, then the formal drop process will begin and the student and/or family will receive official notice from MCHCS that the drop process has been initiated. Both the family and the student's district of residence will be notified when the student has been officially exited from MCHCS. The Monterey County District Attorney's Office will be notified with the names of any former MCHCS students that have not enrolled with another school or district within two weeks of his/her disenrollment from MCHCS.

Special Note: Students that receive an infraction during the first 30 days of their enrollment will immediately move to the second tier of the MCHCS Progressive Disciplinary Policy, and a formal written warning letter will be issued.

If a student is exited from MCHCS, the student will be referred either to their district of residence or to another educational program. A parent/guardian has the right to appeal such a decision within five school days after notification of the decision; all such appeals should be directed to the principal and should follow the appeal process as outlined in the 2017-22 Monterey County Home Charter School Charter Petition, which is available both on the school's website and in the office. The Monterey County District Attorney's Office will be notified with the names of any former MCHCS students that have not enrolled with another school or district within two weeks of his/her disenrollment from MCHCS.

Behavior and Discipline

Students are expected to exhibit behavior that facilitates the maintenance of a positive learning environment, both for themselves and for others. Students are also expected to comply fully with any reasonable staff directive. Any behavior that is interpreted as inhibiting the maintenance of a positive learning environment will be addressed by the student's teacher or, when appropriate, by other MCHCS staff members. The student may then receive a disciplinary infraction and the student's parent/guardian will be notified. If a student is either unwilling or unable to comply with MCHCS staff directives, a conference will be scheduled with a school administrator to review the behavior issue as well as the MCHCS Progressive Discipline Policy. If a student is either unable or unwilling to comply with such an agreement, then MCHCS staff, including the student's teacher and an administrator, will consult with the family to look at alternative educational placements better suited to serve the needs of the student.

Bullying

California Assembly Bill 1156 (AB 1156) definition of "bullying":

Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including all forms of bullying and harassment—physical, emotional, and electronic means:

- Sexual Harassment (Ed. Code 48900.2)
- Hate Violence (Ed. Code 48900.3)
- Threats, Harassment, Intimidation (Ed. Code 48900.4)

In addition, “cyber-bullying” is explicitly included in bullying legislation and will be addressed in a manner identical to non-cyber bullying by MCHCS staff. In fact, in 2009, California Assembly Bill 86 (AB 86) granted school administrators the authority to suspend or expel students for bullying through the Internet, through text messages, or through other electronic means; further, California Assembly Bill 746 (AB 746) extended this authority to include the posting of messages to social network Internet websites/applications/platforms (e.g., Facebook, Instagram, etc.).

Charter Advisory Board (CAB)

The MCHCS Charter Advisory Board (CAB) represents MCHCS students, teachers, parents, and the MCHCS community in general in the programmatic operation of the charter school. Please see page 22 below for more information on the CAB.

Suspension, Expulsion, and Due Process

Monterey County Home Charter School follows the policies and procedures for student suspension, expulsion, and due process as designated by the Monterey County Board of Education’s board policies and administrative regulations. The California Education Code and procedures are designated in the following:

Monterey County Home Charter School has established policies and standards of behavior to promote learning and to protect the safety and wellbeing of all students, staff, and campus visitors. When these policies and standards are violated, it may be necessary to suspend and/or expel a student from regular instructional practices.

Except where suspension for a first offense is warranted in accordance with the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. Expulsion is an action taken by the Principal for severe or prolonged breaches of disciplinary policy by a student. Except for single acts of grave nature, expulsion is used only when there is a history of misconduct; when other forms of discipline, including suspension, have failed to bring about proper conduct; or when the student’s presence causes a continuing danger to himself/herself or others. The grounds for suspension and expulsion shall be specified in Monterey County Office of Education’s board policies and administrative regulations. Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Mandatory Expulsion Recommendation

The Principal or designee must immediately suspend and recommend expulsion when the following occur at a school activity and the Principal must expel upon finding that the student committed the act exclusive of the special education exceptions* noted below:

- 1) Possessing, selling, or otherwise furnishing a firearm.
- 2) Brandishing a knife at another person.
- 3) Unlawfully selling a controlled substance.
- 4) Committing or attempting to commit a sexual assault.
- 5) Possession of an explosive as defined in 18 USC 921.

*If a student is receiving special education services (e.g., speech, RSP, SDC, adapted P.E., etc.), the administrator must immediately refer the student for an IEP team evaluation in order to determine

whether the behavior is a manifestation of an identified handicap and whether the student was in the appropriate placement when the behavior occurred.

Mandatory Expulsion Recommendation Unless Inappropriate

The Principal or designee must recommend expulsion unless the Principal finds that the expulsion is inappropriate due to the particular circumstances when the following occurred at school or a school activity, or in cases where the special education exceptions* as noted below may apply:

- 1) Causing serious injury to another person, except in self-defense.
- 2) Possession of a knife or other dangerous object of no reasonable use to the student.
- 3) Unlawful possession of a controlled substance, except for the first offense of possession of not more than one ounce of marijuana, other than concentrated cannabis.
- 4) Robbery or extortion.
- 5) Assault or battery upon any school employee.

The Principal may or may not recommend expulsion when either: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or 2) Due to the nature of the act, the presence of the pupil constitutes a continuing danger to the physical safety of the pupil or others.

* If a student is receiving special education services (e.g., speech, RSP, SDC, adapted P.E., etc.), the administrator must immediately refer the student for an IEP team evaluation in order to determine whether the behavior is a manifestation of identified handicap and whether the student was in the appropriate placement when the behavior occurred.

Discretionary Suspension or Expulsion Recommendation

In cases that are not grounds for automatic suspension or expulsion, the Principal or designee will refer to the MCHCS Progressive Discipline Policy to provide guidance when determining if an action warrants a suspension or expulsion. The behavioral history and number of school infractions that a student has received will be used to help determine this decision. The principal or designee may or may not suspend or recommend expulsion when the following acts occur at school or at a school activity:

- 1) A pupil continues to exhibit unacceptable conduct and other means or behavioral corrections are not feasible or have repeatedly failed to bring about proper conduct.
- 2) Due to the nature of the act, the presence of the pupil constitutes a continuing danger to the physical safety of the pupil or others.
 - a. Unlawfully possessed, used, furnished, or been under the influence of any controlled substance, an alcoholic beverage, or attempted to commit robbery or extortion.
 - b. Committed or attempted to commit robbery or extortion.
 - c. Causing or attempting to cause damage to school property or private property.
 - d. Stolen or attempted to steal school property or private property.
 - e. Possessed or used tobacco, or products containing tobacco or nicotine products, clove cigarettes, or betel, exclusive of prescription products.
 - f. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - g. Unlawful possession of, offering, arranging, or negotiating to sell any drug paraphernalia.
 - h. Disruption of school activities, or otherwise willfully defying authority of school employees engaged in the performance of their duties.
 - i. Knowingly receiving stolen school or private property.
 - j. Possession of an imitation firearm.

- k. Harassing, bullying (including cyber bullying), threatening, or intimidating a student who is a complaining witness in a school disciplinary proceeding, for the purposes of either preventing the student from being a witness or retaliating against the student for being a witness.
- l. Committing a hate crime as described in CA Ed. Code 200-201.
 - i. "Hate crimes" (or "hate violence") means any threat or act of physical intimidation, harassment, bullying (including cyber bullying), force, or violence that is directed against any person or group of persons or their property because of ethnicity, race, national origin, religion, sex, sexual orientation, disability, or political or religious beliefs of that person or group.
- m. Intentionally engaging in harassment, threats, bullying (including cyber bullying), or intimidation directed against a group of pupils.
- n. Harassing, threatening, or intimidating school personnel. In addition, this includes student harassment, threats, or intimidation directed against school personnel as additional grounds for suspension or recommendation for expulsion.

* If a student is receiving special education services (e.g., speech, RSP, SDC, adapted P.E., etc.), the administrator must immediately refer the student for an IEP team evaluation in order to determine whether the behavior is a manifestation of identified handicap and whether the student was in the appropriate placement when the behavior occurred.

Zero Tolerance

Monterey County Home Charter School supports a zero tolerance approach to serious offenses. This approach makes the removal of dangerous students from the classroom and/or from campus a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the principal or designee any incidence of offenses specified in law, board policy, and/or administrative regulations as cause for suspension or expulsion.

Student Due Process

The Monterey County Home Charter School Principal or designee shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The principal or designee shall comply with procedures for notices and appeals as specified in the California Education Code, board policy, administrative regulations, and other applicable laws. (For discretionary expulsion, refer to CA Ed. Code 48900, 48900.2, 48900.3, 48900.4, 48900.5, and 48900.7; for mandatory expulsion, refer to CA Ed. Code 48915; and for suspension, refer to CA Ed. Code 48900.)

Suspension Procedures

Suspension shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent, and, whenever practical, the teacher, supervisor, or MCHCS employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or MCHCS personnel. If a student is suspended without conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parents or guardian to attend a conference with MCHCS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendations for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days. In the case of MCHCS students, they may not come to the MCHCS campus or any MCHCS facility during the duration of the suspension. They may, though, continue with their home school or independent study course work at off campus locations.

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

4. Authority to Expel

A student may be expelled by the MCHCS Charter Advisory Board (CAB) following a hearing before it or by the MCHCS CAB upon the recommendation of an Administrative panel to be assigned by the MCHCS CAB as needed. The Administrative Panel should consist of at least three certificated MCHCS staff members who are neither a teacher of the pupil nor a member of the MCHCS CAB. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

1. Expulsion Hearing

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

In the event an Administrative Panel hears the case, it will make a recommendation to the MCHCS Charter Advisory Board (CAB) for a final decision on whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

2. Record of Hearing

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

3. Written Notice to Expel

The Principal or designee, following a decision of MCHCS Charter Advisory Board (CAB) to expel, shall send written notice of the decision to expel, including the MCHCS CAB's adopted findings of fact, to the student or parent/guardian; this notice will also be sent to the student's new school. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district which the student seeks to enroll of the student's status with MCHCS.

The Principal or designee shall send a copy of the written notice of decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

4. Disciplinary Records/Notice to District of Residence

MCHCS shall maintain records of all student suspensions and expulsion. Student cumulative files will be updated with this information. Such records will be made available to the authorizer upon request.

A student's district of residence is notified when a student is no longer enrolled with MCHCS.

5. Right to Appeal

Students and parents may choose to appeal decisions made by the MCHCS administration or MCHCS Charter Advisory Board (CAB). Students and parents may choose to formally address their complaints to the Monterey County Board of Education. If necessary, the MCHCS administration or CAB will provide the Monterey County Office of Education and/or the Monterey County Board of Education with its recommendation regarding the complaint. In these situations, the Monterey County Office of Education and/or the Monterey County Board of Education have the authority to make final decisions. Interested parties should contact the MCHCS Principal to proceed with formal complaints or appeals as outlined in the Monterey County Office of Education Board of Education's policy.

Monterey County Home Charter School
SUSPENSION AND EXPULSION, DUE PROCESS

Legal References:

Education Code 48900 *et seq.*

Dropped/Exited Students

Students who are dropped or exited from MCHCS are eligible to be considered for re-enrollment the following school year.

Student Dress Code

School and site personnel have the responsibility to protect the health and safety of all students and to maintain proper and appropriate conditions that promote learning. **Parents/Guardians have the primary responsibility to see that students comply with the MCHCS Dress Code.** The following information is designed to serve as definition and clarification of the dress code guidelines and should be considered when planning what to wear to a school meeting or event:

- Shoes shall be worn at all times.
- Midriffs shall be completely covered.
- Appropriate undergarments shall be worn, and shall not be visible
- Strapless garments must be covered with a sweater or jacket
- Appropriate shorts, as determined by administration, may be worn
- Skirts or shorts shorter than mid-thigh are prohibited
- All pants must fit at the waist, not require a belt to hold them in place, and be worn at the waist
- Sunglasses shall not be worn indoors
- Flip flops/beach footwear
- See through or fishnet fabrics, halter tops, off the shoulder and low cut tops
- Gym shorts outside of PE
- Plain white T-shirts

- Oversized baggy/saggy pants, short shorts, or swimming trunks
- Hats, caps, and other head coverings (shall not be worn indoors)
- Bandannas of any color
- Clothing/jewelry that contains writing, pictures or insignia that are crude, vulgar, profane, sexually suggestive or advocate prejudice
- Clothing may not advocate racial, ethnic, gender, or religious prejudice or violence.
- Thick silver necklaces, studded or metal belts or bracelets that can be used as weapons
- Clothing that displays or advertises illegal substances for minors or adults; displays suggestive phrases, designs, markings or profanities; or advocates, promotes or suggests illegal activities
- Sandals must have heel straps
- Tank top must be worn with jacket
- Shorts shall be worn at waist at all times (in addition to pants)
- Hair shall be neatly groomed
- Hair may not be sprayed with any coloring that would drip when wet
- **The administration prohibits the presence of any apparel, jewelry, accessory, notebook, trademark, graffiti, or any other attribute, which is associated with gangs,* alcohol or tobacco.**

* “Gang-related/Gang-associated apparel” is defined as: Any item of clothing, accessory, jewelry, or manner of grooming, which may by virtue of its color, arrangement, trademark or other attribute, denote membership in, or affiliation with gangs. Examples may include, but are not limited to, the following:

- Any shade of red, maroon, or blue articles of clothing
- Any shade of red, maroon, or blue shoe, or shoelaces
- Any shade of red, maroon, or blue hair ties, scarves, backpacks, or accessories
- Professional or college sports team apparel
- Nor Cal/South Pole attire
- Clothing depicting gangsters or gang lifestyles (e.g., Scarface shirts, dollar signs, In memoriam, skulls, dice, guns, knives, or other weapons, etc.)

Students who violate the policy may be sent home or kept in the office until they change into appropriate clothing.

Because gang attire can change from year to year, the MCOE/MCHCS staff is sensitive to new group attire for recognition. After incidents have occurred in which attire by the participants can be established as a contributing factor, the specific clothing identified with the group may be added to the list of unacceptable school attire.

THE SCHOOL ADMINISTRATION’S DECISION REGARDING ANY ATTIRE RELATED TO THE ESTABLISHED DRESS GUIDELINES WILL PREVAIL.

[Use of Photographs and Videos](#)

Occasionally, your child may be included in a photograph or video related to school activities. If you desire that your child be excluded from such media, you must notify the school principal in writing of such intentions.

Textbooks

All textbooks have barcodes. Students must check out/return books from their teacher or from an office staff member when they enroll and at the beginning and end of each semester.

Lost and damaged textbooks and non-barcode learning resources will result in a fine ranging from \$10.00 to the cost of replacement. Books from prior years shall be returned or paid for before the new school year begins.

How To Get Involved

“Parent involvement is most successful when it is viewed, practiced, and promoted as a partnership between the home and school” (CA Strategic Plan for the Education of Parent Involvement). The following are some of the opportunities for both parents and students to become involved in the school.

Parent Coffee Club

The Parent Coffee Club is a group of dedicated and energized parents who work alongside MCHCS staff members to help create and organize many exciting events and opportunities for MCHCS students and families. The group meets on a regular basis and serves as a forum to discuss ways that our great educational program and community can become even better and more cohesive. If you are interested in participating with the Parent Coffee Club, please contact the main MCHCS office at (831) 755-0331.

Charter Advisory Board

The MCHCS Charter Advisory Board (CAB) represents MCHCS students, teachers, parents, the Monterey County Office of Education, and the MCHCS community in general in the programmatic operation of the charter school. The CAB is comprised of seven members, which consists of one teacher, three parents (i.e., with students currently enrolled in the Charter School), and three community members with expertise in education, leadership, or systems management. The principal of MCHCS acts as secretary to the CAB. Parents and community members who are interested in joining the CAB may contact the MCHCS principal for further information.

English Learner Advisory Committee (ELAC)

The ELAC is a parent advisory committee formed at any school with 21 or more students who have been identified as English language learners (ELL). Any parent in the school can be a member of ELAC; however, parents of ELL students must constitute at least the same percentage of the committee membership as the percentage of ELL students present in the student body. The ELAC advises the Charter Advisory Board, the principal, and staff members on programs and services for English language learners. Please contact a site administrator for more information.

MCHCS Foundation

The MCHCS Foundation, a 501(c)(3) organization, was established in 2009 (the foundation’s tax ID/EIN is 26-4010367). The foundation primarily supports the school’s extra-curricular activities. More information on how you can help is included on page 40 of this handbook. Parents who are interested in serving on the foundation or who have fundraising ideas should contact the main office.

Activities and Field Trips

Students and their families have the opportunity to be involved in many extra- and co-curricular activities that are designed to help enhance the core curriculum. These activities include, but are not limited to: art and science workshops; music classes; community events; and a variety of field trips. Information regarding upcoming events may be found in the school bulletin as well as on the MCHCS website (www.mchcs.org).

State and Local Testing

ELPAC

Students in kindergarten through grade twelve whose native language is not English are required by law to take an English skills and fluency test. In California, this test is the English Language Proficiency Assessments for California (ELPAC), which assesses students in the areas of listening, speaking, reading, and writing. This annually administered test helps schools identify students who need targeted assistance in developing their fluency of the English language.

CAASPP

Each spring, students throughout the state participate in the California Assessment of Student Performance and Progress (CAASPP). The CAASPP measures how well both entire schools and individual students perform in math, ELA, and science. Teachers and parents are able to use CAASPP results to measure student growth and improve student learning.

Northwest Evaluation Association's (NWEA) Quarterly Assessments

Students are required to complete standards-based assessments in the areas of reading, language usage, and math; these assessments will be provided by NWEA for the 2021-22 school year. These assessments provide students and teachers with diagnostic and longitudinal data on student academic performance. *Participation in these assessments is mandatory for all MCHCS students.*

Physical Fitness Test (PFT)

The main goal of the Physical Fitness Test (PFT) for students in California is to help students achieve life-long habits of regular physical activity.

Students in grades five, seven, and nine are administered the PFT. The test has six components; the target scores of each part combine to display an ideal level of fitness that offers a degree of defense against diseases that are related to physical inactivity.

Middle and High School Programs

7TH – 12TH Grade Academic Honesty Policy

Monterey County Home Charter School has high standards for its students in the area of academic honesty. Students are expected to understand and put into practice the skills and behaviors necessary for successful life-long learning.

To help students understand what actions constitute cheating and plagiarism, the following definition is presented:

Definition of cheating and plagiarism – Cheating and plagiarizing involve any of the following actions:

1. Using any other person’s ideas, expressions, or words without giving the original author credit.
2. Copying another’s homework, test, theme, or book report, or downloading material from the Internet without citing the source.
3. Unauthorized use of any teacher’s edition resource for any purpose.
4. Preparing to cheat either in advance of a quiz or an exam, or in advance of an in-class writing assignment with such things as notes, references, or other devices including open-book tests without teacher’s consent.

The policy of Monterey County Home Charter School for addressing cheating or plagiarizing by a student is as follows:

Consequences of cheating and plagiarism – Cases involving academic dishonesty will be referred to a school administrator. Students have due process rights and, at any point, may request an appeals meeting involving parents/guardians, school advisor, and the teacher.

1. The first offense will result in failure of the quiz, test, or assignment, and a score of zero will be recorded. The teacher will notify school administration and the student’s parents in writing and the student will be issued a disciplinary infraction. A copy of the notification will be placed in the student’s permanent record.
2. After the second offense, a second disciplinary infraction will be issued, school administration will conference with parents/guardians, and the student will be subject to dismissal.

Students and parents are required to sign the “Student/Parent Signature Form” acknowledging receipt of, and agreement to, these policies.

Community Service

Community service is not a graduation requirement at MCHCS. However, we recognize the importance of providing students with opportunities to serve their local community. As such, a student who is

interested in earning up to 5 elective credits (per semester) may do so by completing community service. Students may earn credits at a rate of 1 credit for every 12 hours served. Community service opportunities are explored and arranged by the student. Community service must be approved before a student begins service. Please fill out a community service form and return to your teacher for approval before beginning service hours. Student requests to earn more than 5 elective credits in one semester can be submitted to the principal.

Academic Counseling Services

All high school students will be scheduled to meet with the MCHCS college and career transition coach within the first semester of enrollment and once during each subsequent year of enrollment. In these meetings, high school students will receive individualized credit counseling and course advisement. In addition, information and support is available for students interested in taking college entrance exams, the California High School Proficiency Exam, or the G.E.D. **As a WASC-accredited school, all high school courses are designed to be transferable to other educational institutions.**

Student Grade Classification

In some instances, students will be classified according to the number of credits earned, rather than the number of years they have been a high school student.

0 – 54	Semester Credits	Freshman
55 – 109	Semester Credits	Sophomore
110 – 159	Semester Credits	Junior
160 – 220	Semester Credits	Senior

Grade Scale

The following grade points will be assigned to each grade earned when determining overall grade point average:

Grade	Grade Points	Grade	Grade Points	Grade	Grade Points	Grade	Grade Points	Grade	Grade Points
A	4.0	B+	3.330	C+	2.333	D+	1.333	NG	0.000
A-	3.667	B	3.000	C	2.000	D	1.000	P	0.000
		B-	2.667	C-	1.667	D-	0.667	I	0.000
								F	0.000

MCHCS Student Identification Cards

MCHCS student identification cards are available to all students at no charge. Each student will have their photo taken and/or the student will submit an appropriate photo to their teacher during the first two weeks (or after their first teacher meeting, if the student enrolls during the school year), and the

identification cards will be available for students to pick up within two weeks from the date the picture was taken.

Work Permits

Students who are 14-17 years old and in good academic standing may apply for a work permit (legislation places various age-related work restrictions upon minors). **Students are required first to obtain an offer of employment before requesting a work permit.** Please contact the main office for more information or to schedule an appointment to receive a work permit. Work permits will not be issued after **the office closes at 3:30 p.m.**

Intervention/Support/Enrichment Classes/Workshops/Modules

Intervention and/or support classes/workshops and/or tutoring sessions and/or modules are required for all students who are not making sufficient academic progress or for students whose assessment results indicate that the student has not yet achieved grade-level proficiency in math and/or ELA. "Sufficient academic progress" is determined by multiple measures: a) prior year CAASPP scores; b) internal assessment results (e.g., quarterly assessments, module pre-assessments, etc.); c) ELPAC levels; and d) student work samples. Teachers and administrators review this data and may place students in intervention and/or support classes/workshops and/or tutoring sessions and/or modules. In addition, teachers and/or administrators may require a student to attend intervention and/or support classes/workshops and/or modules for a variety of other reasons (i.e., independent study placement test results, classes assigned as part of weekly assignments, truancy concerns, etc.).

Registration Priority

- 1.) For all classes, workshops, tutoring sessions, and modules, registration priority is extended to all students who have been identified as English learners, special education students, socioeconomically disadvantaged students, and foster/homeless youth.
- 2.) For all classes, workshops, tutoring sessions, and modules, registration priority is next extended to students whose assessment results indicate that they are performing below grade-level and, if necessary, in the order in which these students were registered.
- 3.) After registration priority has been extended to all qualifying students, registration is open to all MCHCS students.

Intervention/Support Class/Workshop Attendance Policy

Students who receive an unexcused absence in an intervention/support class/workshop/module will receive a disciplinary infraction as outlined in the MCHCS Progressive Discipline Policy; the absence will count as an unexcused absence. It is important to note that a student's failure to attend an intervention/support class/workshop/module will result in the student being dropped from MCHCS.

High School Graduation Requirements

ENGLISH.....	40 credits
MATHEMATICS..... (Includes 10 credits of ALGEBRA I or equivalent)	30 credits
SCIENCE.....	20 credits
SOCIAL SCIENCE..... (Includes World History/Geography 10; U. S. History 10; U. S. Government 5; Economics 5)	30 credits
HEALTH EDUCATION.....	5 credits
PHYSICAL EDUCATION.....	20 credits
FINE/VISUAL/PERFORMING ARTS OR FOREIGN LANGUAGE.....	10 credits
VOCATIONAL EDUCATION/TECHNOLOGY.....	10 credits
ELECTIVES.....	55 credits
<u>Total Credits Required to Graduate</u>	<u>220 credits</u>

Course Offerings*

***This list may be updated throughout the year; please contact your teacher for the most recent list of course offerings.**

Courses are designated using the following codes:

P – College Preparatory

G – General

E – Elective

V – Vocational

English

English 1-2 (P, G)/English Language Development 1-2 (G)

English 3-4 (P, G)/English Language Development 3-4 (G)

English 5-6 (P, G)/English Language Development 5-6 (G)

English 7-8 (P, G)/English Language Development 7-8 (G)

ELD Support Workshops (G, E)

Mathematics

Basic Math A/B (G)

Pre-Algebra A/B/C/D (G)

Algebra I/Algebra A/B/C/D (P, G)

Geometry (P)

Algebra II (P)

Trigonometry/Pre-Calculus (P)

Consumer Math (G, V, E)

Business Math (G, V, E)

Science/Health

Earth Science (G)

Life Science (G)

Environmental Science (G, V, E)

Health I (G)

Health II (V, E)

Physical Education

Physical Education I and II (G)

Fitness Gram I, II, III, and IV (E)

Social Science

World History (P, G)

US History (P, G)

US Government I (P, G) – 5credits

US Government II (V, E)

Economics (P, G) – 5 credits

Foreign Language / Fine Art

Art Appreciation I and II (V, E)

Cartoon Drawing I and II (V, E)

Exploring Art Media (V, E)

Spanish I and II (P, G, V)

Electives

7 Habits of Highly Effective Teens (E)

Careers (V, E)

Child/Human Development I and II (V, E)

Culinary Arts (V, E)

Community Service (E)

Cross-Age Tutoring (V, E)

Developing Child (V, E)

Driver's Education (E)

Families Today (V, E)

Financial Literacy (V, E)

Foreign Language Electives I/II/III/IV (E)

Health Science Fundamentals (V, E)

Imaginative Writing I and II (V, E)

Journalism (V, E)

Keyboarding I and II (V, E)

Literary Survey (V, E)

Parenting (V, E)

Personal Psychology (V, E)

Speech & Communication (V, E)

Word Generation (E)

High School Student Course Progression Guide

Students are required to take classes in progression throughout their high school career. Classes listed in the “suggested” column are not required but should be taken if a student plans to attend college. Students who fail a course must repeat the course the following semester in lieu of their elective class. Students interested in meeting graduation requirements early must meet with their teacher and/or an MCHCS administrator for approval.

<u>9th</u>		<u>10th</u>		<u>11th</u>		<u>12th</u>	
<u>Required</u>	<u>Suggested</u>	<u>Required</u>	<u>Suggested</u>	<u>Required</u>	<u>Suggested</u>	<u>Required</u>	<u>Suggested</u>
English		English	Foreign Language / FP Art	English	Voc./ Tech. Ed.	English	Math
Math		Math		Math	Foreign Language / FP Art	Government (Recommended in fall)	Foreign Language / FP Art
Health		Life Science		US History	Physics, Chemistry, or Biology	Economics (Recommended in spring)	Physics, Chemistry, or Biology
PE		World History		Elective		Elective	
Foreign Language / FP Art		PE		Elective		Elective	
Earth Science		Vocational Education		Elective		Elective	

High School Credit Recovery and Acceleration Options

Request for Additional Credits

Students who are in need of credit recovery or wish to advance in their credit completion should speak directly to their teachers. Teachers will work with students to try and develop a plan that fits their needs. Teachers may schedule students to earn up to 5 additional credits per semester for a total of 35 credits. Students who wish to earn more than 35 credits may work with their teachers to complete a petition to be delivered to a site administrator. It is ultimately up to a site administrator to approve such requests.

Concurrent Enrollment

High school students may choose to concurrently enroll in community college courses.

To enroll in community college courses, students should follow the college’s registration process and obtain a **concurrent enrollment form** from the college that will be signed by an MCHCS administrator. Questions about this process should be directed to MCHCS Teacher Mrs. Jamie Aruiza (jaruiza@montereycoe.org).

Community College

All community colleges have different entrance requirements. For every college unit earned, MCHCS students earn 3.334 high school credits.

Hartnell Community College

Many students who attend MCHCS and choose to concurrently enroll in college opt to take courses at Hartnell Community College. Hartnell accepts most individuals of good character and serious purpose regardless of their previous training. The following is a list of MCHCS courses and equivalent Hartnell courses.

Equivalent Courses

MCHCS	Hartnell Course	High School Credits
English 5-6, 7-8	English 1A, 1B, 2, and 101	10
Algebra 1	Math 121	16.65
World History	History 5A (Sem. 1) and/or History 5B (Sem. 2)	10
U.S. History	History 17A (Sem. 1) and 17B (Sem. 2)	10
Government	Political Science 1	10
Economics	Economics 1, 5, or 10	10
Physical Education	Any PE course	Varies
Elective	Any course approved by MCHCS administration	Varies

Please contact an administrator or the College and Career Transition Coach Mrs. Trina Basse (tbasse@montereycoe.org) if you plan to take a class that is not listed above to ensure that it qualifies to meet high school graduation requirements.

Alternatives to a High School Diploma

Students and their families often face a variety of situations in their lives that may lead them to alternative paths toward achieving a high school diploma (or the equivalent). To that end, MCHCS is committed to providing their families with the support necessary to discover which avenue may best fit their needs.

General Education Development (GED) Test Preparation

The General Education Development Test (GED) is a series of content-specific tests that a student can take once they are 17 years and 10 months old. The GED is not easy, but it may be an option for a student who is credit deficient. A student who passes the GED will be issued a certificate by the state of California that is considered equivalent to a high school diploma. Three organizations administer the GED locally: Salinas Union High School District; Pajaro Valley Unified School District; and Silicon Valley Adult Education.

In addition, the format of the GED has recently changed so that it better assess skills related to the needs of the 21st-century job market. To learn more about the expected changes to the GED, please visit the GED Testing Service website: <https://ged.com/>.

California High School Proficiency Exam (CHSPE)

The California State Proficiency Examination is a program established by California law (*Education Code* Section 48412). A student must be at least 16 years old or have completed his/her entire sophomore year of high school during the semester in which the CHSPE is offered. The CHSPE consists of two sections: English/language arts and mathematics. If you pass both sections of the CHSPE, the California State Board of Education will issue you a Certificate of Proficiency, which by state law is equivalent to a high school diploma. The test costs \$130 and is administered three times per year. If you are interested in this possibility, talk to your teacher or visit the California of Education CHSPE website at <http://www.cde.ca.gov/ta/tg/sp/>, or visit the more user-friendly CHSPE website created by the Sacramento Office of Education at www.chspe.net.

Planning for College

Entrance Requirements

College-bound students must be enrolled in the proper coursework to meet university entrance requirements. Please note that entrance requirements for private universities may vary and each family is encouraged to check with individual private universities for specific requirements. Students applying for a CSU or UC college must meet A-G requirements as listed below and must be sure to submit applications and other necessary documents before the application deadlines, which often vary at each CSU and UC; please contact MCHCS College and Career Transition Coach Trina Basse (tbasse@montereycoe.org) for more information. All MCHCS high school English courses meet University of California A-G requirements; Algebra I, Geometry, Algebra II; U.S. History, and World History also meet A-G requirements. MCHCS is currently submitting additional courses to the University of California's Office of the President so that A-G requirements will be satisfied in other subject areas. As of now, however, MCHCS does not offer courses that meet all A-G requirements. Thus, all high school students and their parents are asked to sign an *A-G Awareness Form* upon enrollment.

Community Colleges

All high school graduates, students obtaining a GED certificate, or students obtaining a CHSPE

Certificate of Proficiency are eligible to attend community colleges. Community colleges also permit concurrent enrollment for eligible MCHCS high school students; please see page 29 above for more information.

Private Colleges & Universities

Most of the private colleges and universities prefer students who have met the University of California or California State Universities entrance requirements with a GPA of at least 3.0 and with high SAT or ACT scores. However, private schools may have different entrance requirements; please contact the office for additional information.

University of California & California State University Freshmen Minimum Entrance (A-G) Requirements

English (b) – 4 years

Mathematics (c) – 3 years

World/US History/Government (a) – 2 years

Laboratory Science (d) – 2 years

Foreign Language (e) – 2 years

Visual/Performing Arts (f) – 1 year

College Preparatory Electives (g) – 1 year

*Please contact College & Career Transition Coach Trina Basse (tbasse@montereycoe.org) for more information.

Financial Aid

Many opportunities for financial aid are available. All applicants should complete the Free Federal Application for Financial Student Aid (FAFSA); the state's FAFSA due date is usually March 2 in the spring before prospective fall enrollment, but please confirm with Mrs. Trina Basse (or check the FAFSA website). For a full list of current FAFSA deadlines, please visit <https://fafsa.ed.gov/>.

To Apply for Financial Aid:

1. Students must complete a Free Application for Federal Student Aid (FAFSA) application, which can be done online at www.fafsa.ed.gov. Check with the college(s) for application deadlines.
2. Students applying for a California State Grant (Cal Grant) may file a GPA Verification Form. This information can be obtained online at <https://www.csac.ca.gov/pod/cal-grant-gpa-information>. The application deadline is expected to be March 2.
3. Students will receive a Student Aid Report (SAR) after the FAFSA is processed. Information is also sent to the college(s) named on the FAFSA. If the student does not receive a SAR in 4-6 weeks, or they need another copy, they should call (319) 337-5665 for a duplicate SAR.
4. Students should verify all information and timelines with the college(s) they expect to attend. Additional documents are often required.

Students will receive an award letter from the financial aid office of each college listed on the FAFSA. The award letter will indicate the types of aid the student is eligible to receive. It is important to note that students who do not meet income guidelines for grant money may still qualify for low-interest loans through the federal government.

FAFSA Workshops

Students and parents who need assistance completing FAFSA applications may attend a FAFSA

workshop. Please contact Mrs. Trina Basse (tbasse@montereycoe.org), your teacher, or the office for more information.

Testing Information

MONTEREY COUNTY HOME CHARTER SCHOOL ID#: 052-977

Students may be required to take additional tests in order to meet the entrance requirements for specific colleges, universities, military, or other post-secondary training. Students and families are encouraged to check with specific organizations for their specific requirements. Below is a list of the most commonly used tests. **For more information on any of these tests, please contact the office.**

American College Testing (ACT):

The ACT test can be used in place of the SAT I and may be required for some universities. Students must register online and pay a fee. For more information you can visit www.act.org or <http://www.actstudent.org>.

Armed Services Vocational Aptitude Test (ASVAB):

All students interested in the military must take this test. Information may be obtained from a recruiter or online.

Scholastic Assessment Test (SAT)

The SAT is an entrance examination accepted by most universities and required by some. This test assesses student skills in technical reading, writing, and mathematics. Students typically choose to take this test once during their junior year and again during their senior year, but there are opportunities to take practice/preparation tests as early as 8th grade. Students can learn more about the SAT (and must register for the SAT) online at www.collegeboard.com.

SAT Subject Tests

Hour long, content-based tests that allow students to showcase subject mastery and differentiate themselves in college applications. For more information and for registration, visit www.collegeboard.com.

Appendices

RECORDS AND INFORMATION **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

(20 U.S.C. § 1232g)

Parents or students over eighteen have the right to inspect and review records, files, and data directly related to the student. This includes all material in the student's cumulative folder, including academic work completed, grades, aptitude tests, health data, family background information, teacher and counselor ratings, and verified reports of serious or recurrent behavior patterns. These records are available for your review during regular school hours at the principal's office. A school employee will assist you in explaining these records. If, upon review of the records, you have any concern about their accuracy or appropriateness or other concerns, you may challenge their contents and have a hearing to determine if they should be corrected or deleted. You may present relevant evidence at any time for consideration by the school. You have the right to appeal any unfavorable decision made at the hearing to the Charter Advisory Board (CAB)/Monterey County Board of Education (MCBE) and to meet with the CAB/MCBE or its representative(s) to decide your appeal.

You also have the right to obtain copies of your child's records at your expense. A charge of twenty-five cents per page will be made for each page of records requested by you. You also have the right to file a rebuttal to any statement made in the educational records and your rebuttal will be kept on file with the records.

The following categories of information regarding students are matters of public record and will be made available upon request to those having a legitimate need for the information such as governmental offices, military services, postsecondary institutions, and newspapers. If you desire that this information or any portion of it not be treated as a public record, you should inform the principal within fifteen calendar days of signing the "Student/Parent Signature Form" of the information you desire not be released without your specific consent. If you deny access to your child's directory information, access will be denied to all requests.

- Student's name, address
- Dates of attendance
- Degrees and awards received
- Most recent previous school attended

The principal or designee is responsible for the maintenance of your child's educational records. The only other persons having access to your child's records are employees of the district/charter school and its authorizer (i.e., MCOE) whose duties require such access to evaluate and appraise your child's progress in the school.



MONTEREY COUNTY HOME CHARTER SCHOOL
Student Sexual Harassment Policy

This notice is required to be included in the *MCHCS Student Parent Handbook* to ensure that students and parents are aware of the school's compliance with the Monterey County Office of Education's administrative regulation 5145.7 with regard to student sexual harassment, which is outlined in its entirety below:

Regulation
Approved: 06/24/2019
Students

MONTEREY COUNTY OFFICE OF EDUCATION
Salinas, California
AR 5145.7

STUDENT SEXUAL HARASSMENT

The Monterey County Superintendent of Schools (County Superintendent) designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code (EC) 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Assistant Superintendent of Student Services
(831) 755-6404

OR

Assistant Superintendent of Special Education
(831) 755-0345
901 Blanco Cir. Salinas, CA 93901

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: [EC 212.5; 5 California Code of Regulations (CCR) 4916]

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any Monterey County Office of Education (MCOE) program or activity.

Examples of types of conduct which are prohibited by MCOE and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, the program administrator, or any other employee of the school site or MCOE.

Any employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal, program administrator, division head, and the Assistant Superintendent for incidents involving an MCOE employee. The employee who observed the incident shall take these actions, whether or not the alleged victim files a complaint. For complaints involving only students, the employee who received the initial report shall, within one school day of receiving the report, forward the report to the principal, program administrator, or division head.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, could be subject to disciplinary action, up to and including dismissal.

If an MCOE employee receives a complaint that involves an MCOE employee, the employee shall, within one school day of receiving such a report, forward the report to the principal or program administrator and the Assistant Superintendent of Human Resources. In any case of sexual harassment involving the principal, program administrator, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the County Superintendent or designee.

When a report of sexual harassment is submitted, the principal, program administrator, or division head shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with MCOE's uniform complaint procedures outlined in AR 1312.3.

Within two (2) business days of receiving a complaint of sexual harassment, the program director or designee shall contact the complainant and investigate and resolve the complaint in accordance with law and MCOE procedures specified in AR 1312.3.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. [5 CCR 4964]

However, when a complainant or victim of sexual harassment notifies MCOE of the harassment but requests confidentiality, the complainant shall be notified that the request may limit MCOE's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, MCOE will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies MCOE of the harassment but requests that MCOE not pursue an investigation, MCOE will determine whether it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation

When an incident of sexual harassment is reported, the program director or designee shall determine whether interim measures are necessary pending the results of the investigation. The program director or designee shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. MCOE should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. MCOE should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off MCOE grounds or outside school or MCOE-sponsored or related programs and activities.

Instruction/Information

The Division Head or designee shall ensure that all MCOE students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is MCOE's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about MCOE's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable.

Notifications

The Division Head shall ensure that a copy of MCOE's sexual harassment policy and regulation:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year [EC 489 80; 5 CCR 4917]
2. Be displayed in a prominent location in the main administrative building or other area where notices of MCOE rules, regulations, procedures, and standards of conduct are posted, including school web sites [EC 231.5]
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session [EC 231.5]
4. Appear in any MCOE publication that sets forth MCOE's comprehensive rules, regulations, procedures, and standards of conduct [EC 231.5]
5. Be included in the student handbook
6. Be provided to employees and employee organizations.

Staff Training

Government Code 12950.1 requires any County Office with 50 or more employees to provide two hours of sexual harassment training and education to supervisory employees once every two years. See AR 4119.11/4219.11/4319.11 - Sexual Harassment.

The Division Head or designee shall take appropriate actions to reinforce MCOE's sexual harassment policy. Two hours of sexual harassment training and education shall be provided to supervisory employees once every two years.

Student Discipline

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity or engages in cyber intimidation that can originate on or off the school site is in violation of this policy and shall be subject to disciplinary action.

- (cf. 5144 - *Discipline*)
(cf. 5144.1 - *Suspension and Expulsion/Due Process*)
(cf. 5144.2 - *Suspension and Expulsion/Due Process (Students with Disabilities)*)

Staff Discipline

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

- (cf. 4117.4 - *Dismissal*)
(cf. 4117.7 - *Employment Status Report*)
(cf. 4118 - *Suspension/Disciplinary Action*)
(cf. 4218 - *Dismissal/Suspension/Disciplinary Action*)
(cf. 4119.11/4219.11/4319.11 - *Sexual Harassment*)

Record Keeping

The Assistant Superintendent of Student Services or designee shall maintain a record of all reported cases of sexual harassment involving a student to enable MCOE to monitor, address, and prevent repetitive harassing behavior in county schools and programs. In addition, the Human Resources department shall maintain a record of all reported cases of sexual harassment involving an MCOE employee.

Monterey County Home Charter School Foundation

P.O. Box 80851
Salinas, CA 93912-0851

Involvement in Monterey County Home Charter School committees and activities helps build a strong charter school. MCHCS is fortunate to have the Monterey County Home Charter School Foundation, a 501(c)(3) organization, which works to provide financial support for our extra and co-curricular activities. Please indicate below if you have an interest in donating your time by participating in or leading any of the activities, and kindly return this document to your student's teacher. You may also make a monetary donation directly to the Monterey County Home Charter School Foundation below.

Thank you for your support.

Parent Name(s) _____

Student Name(s) _____

Grade(s) _____

Contact: Home Phone _____ Work/Cell Phone _____

Email _____

___ Book Fair

___ MCHCS Foundation

___ Box Tops

___ Parent-Teacher Organization (PTO)

___ Campbell's Labels

___ Laguna Seca Events

___ E-SCRIP

___ See's Spring Fundraiser

___ Family Directory

___ Quarterly Fundraiser

___ Graduation

___ Senior Recognition

___ High School Activities

___ Yearbook

___ Other (Explain): _____

Please accept my tax-deductible donation of \$ _____.

TAX ID (EIN) # 26-4010367



MONTEREY COUNTY HOME CHARTER SCHOOL
2021-22 Student / Parent Signature Form
FORMULARIO DE FIRMAS DE LOS PADRES / ESTUDIANTE

Student's Last Name / Apellido del Estudiante	First Name / Nombre	Grade / Grado
Monterey Count Home Charter School School / Escuela		Birthdate / Fecha de Nacimiento

We have received the "Student/Parent Handbook" and have read and discussed the contents of it including the attendance policy, the student behavior and discipline policy (noticed per E.C. 35291), and The Family Educational Rights and Privacy Act (FERPA) (noticed per E.C. 49063). We understand that no student may enroll until this form is signed and returned to the school. (Hemos recibido la "Notificación de los Derechos y las Responsabilidades de los Padres" y hemos leído y hablado del contenido de esta información, incluyendo las Reglas de Asistencia y el Manual de Conducta del Estudiante (notificado de acuerdo con el Código Educacional 35291), al igual que el Acta FERPA: Acta de Derechos y Privacidad Educacional de la Familia) (notificado de acuerdo con el Código Educacional 49063). Entendemos que ningún estudiante puede ser matriculado en la escuela hasta que este documento sea firmado y regresado a la escuela.)

We have also received and have read and discussed the: Technology Resources Acceptable Use Agreement, Dress Code Agreement, AND Academic Honesty Agreement. We understand and agree to the parameters for student participation in the use of the Internet via the Monterey County Office of Education computers and networks. (También hemos recibido las Reglas de Uso Aceptable del Internet, las Reglas de Vestuario, y las Reglas sobre Honestidad Académica. Entendemos y aceptamos los lineamientos para que el estudiante pueda hacer uso del Internet por medio de las computadoras y las redes de la Oficina de Educación del Condado de Monterey.)

Date/Fecha

Student Signature: _____
Firma del Estudiante

Mother/Guardian Signature: _____
Firma de la Madre/tutora

Father/Guardian Signature: _____
Firma del Padre/tutor

Telephone Numbers:
Números telefónicos
Home: _____
Hogar
Work (Mother): _____
Trabajo (Madre)
Work (Father): _____
Trabajo (Padre)

Email Address (Dirección de Correo Electrónico): _____

Emergency Name (Nombre de emergencia): _____
Telephone (Teléfono): _____
Relationship (Parentesco):^{SEP}_____

NOTE: The above signatures may be used to verify the validity of notes submitted to the school. (NOTA: La escuela usará las firmas de arriba para verificar las notas entregadas a la escuela.)

No student may enroll until this page has been signed and returned to the school.