



Distance Learning Parent and Student Handbook

2020-2021

Lighting the love of learning for every student, every day!

Dear Families and Students,

On behalf of the Cielo Vista Charter Board and staff, we would like to welcome our families to the 2020-2021 school year.

Our staff is extremely well trained and their primary concern is the safety of each child. Please contact your child's teacher, and/or administration with any concerns or special needs.

- The gates are all locked during school hours.
- Every classroom door stays locked during school hours.
- All classrooms have telephones to contact the office in an emergency.
- All visitors must register at the office and receive a visitor's badge for school events.
- All volunteers must be cleared through our online application process prior to volunteering.
- Staff conducts regular and sporadic checks on and around campus for strangers or suspicious activity.
- Emergency cards are updated yearly and parents are requested to update changes regularly.
- Inform your child's teacher of specific needs as they arise. Precautions are taken for those who have specific needs.
- We hold monthly practice emergency procedures (fire, earthquake and lockdown drills).
- We maintain an emergency container with supplies in case of a fire or an earthquake.

We are proud of the joint effort of our staff, parents, and students to maintain a safe and secure learning environment. We encourage anyone to please bring any concerns to our attention.

Mrs. Perezchica and Mrs. Parent
Administration Team of Cielo Vista Charter School

Handbook Amendments

Statements in this handbook are subject to amendments during distance learning. The CVC administration will keep you informed of all changes as soon as possible through our school website and other forms of communication.

Our Vision

Lighting the love of learning for every student, every day!

Our Mission

Cielo Vista Charter School currently consists of transitional kindergarten through eighth grade students. Our goal is to light the love of learning for every student, every day. All members of the Cielo Vista Charter School (CVC), work collaboratively to create an equitable, inclusive, and empathetic environment to help all students reach their fullest potential through high academic expectations, while nurturing social and emotional needs for the development of the whole child. We promote each student's sense of belonging and commitment to the school community and the world around them through a restorative culture. We promote 21st Century innovation skills through collaboration, and critical thinking. Students feel loved and empowered through voice and choice.

CIELO VISTA CHARTER
LEADER IN ME SCHOOL
LIGHTING THE LOVE OF LEARNING FOR EVERY STUDENT, EVERY DAY!

LEADERSHIP

- 7 Habits Curriculum & Practices
- Student Lighthouse Team
- School Clubs
- Sports
- Staff Lighthouse Team
- Parent Groups & Advisory Councils

ACADEMICS

- WIGS**
(Wildly Important Goals)
- Notice & Note
- Running Records/Reading Levels
- STEAM**
- Science
- Technology
- Engineering
- Arts
- Mathematics

CULTURE

- Restorative Practices
- Cooperative Learning
- Inclusive Practices
- Family as Partners

Educating the Whole Child

Cielo Vista
CHARTER

Parents as Partners

By researching schools, and CHOOSING Cielo Vista Charter School, you have already acknowledged that you believe your involvement in your child's education is important. At Cielo Vista Charter, we agree completely. Some important factors in a child's school success are parents who:

- support them;
- hold them accountable;
- set the standards high; and,
- put in time and effort to make success a reality.

By CHOOSING Cielo Vista Charter School, you have made a commitment to live up to the standard of excellence that you expect in your child and in our school. You expect excellence in us; we expect excellence from you.

Parent tips for learning from home:

- 1. Set and keep a schedule**
- 2. Make space for learning**
- 3. Limit distractions**
- 4. Create a daily plan**
- 5. Schedule daily Check-Ins**
- 6. Encourage physical activity**
- 7. Check ParentVue**
- 8. Stay connected with the school and your child's teacher(s)**
- 9. Pay close attention to your child's Social & Emotional Wellness**
- 10. Take Care of You**

Cielo Vista Charter School Parent and Family Engagement Policy

School Policy Engagement:

Cielo Vista Charter School recognizes that parents and family members are their children's first and most influential teachers and that continued parental engagement in the education of children contributes greatly to student achievement and conduct. Cielo Vista Charter shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component to the charter petition that promotes a meaningful partnership between the school, the home, and the community. Title I schools will convene an annual meeting to inform parents of the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent agreement. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent agreement will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of Cielo Vista Charter School is in consensus with research-based practices and knows that the education of its students is a responsibility shared between school and our families. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents and families shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of supporting their child's learning. The school-parent agreement of strategies to increase parental/family engagement outlines how the parents, guardians, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. Cielo Vista Charter will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through the CVC Governing Board Policy process school staff, parents, and community members will jointly review, plan and develop a school-wide one-year school-parent contract promising practices to increase parental engagement to include the six types of engagement listed below. The annual school-parent agreement will specify partnership activities for as many of the six types of engagement as possible. The school-parent contract will list district and school improvement goals and describe the "at the school" and "at home" strategies for teachers, parents/guardians, and students to implement. CVC's goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area. The agreement will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent agreement will be updated by staff and parents, based on formal and informal data. Also, annually, the CVC Governing Board will evaluate the effectiveness of the school's home-school community partnership activities and celebrate successes. This shared responsibility will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Cielo Vista Charter School will support these home-school partnerships by using the following six types of engagement:

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. Cielo Vista will provide learning opportunities for parents at our Cielo Vista Charter Leader in Me Parent/Family Information and Involvement Workshops. As well as, but not limited to: Latino Literacy, Volunteer Training, English Learner Parent Meeting, GATE Parent Meeting, Wonders/Pearson Training, LCAP and Information meeting). We will also promote all workshops hosted by the PSUSD Family Engagement Center.

2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Cielo Vista will communicate with families through Synergy, Class Dojo, Remind, social media platforms, and classroom websites, Cielo Vista Charter Handbook, Marquee, PeachTree, Robo Calls, monthly CVC Newsletter, and coffee chats.

3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Cielo Vista will encourage parents to volunteer by joining and attending our monthly coffee chats, PTG meetings & sponsored events, helping at class events, becoming involved in School Site Council, ELAC, and the CVC Advisory Governing Board.

4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Cielo Vista will provide parents with information on accessing online learning resources at our Cielo Vista Curriculum Informational Workshops, post information pertaining to Science Fair on the Cielo Vista Charter website, and share educational resources at Coffee Chats, School Site Council, English Language Advisory Committee, and CVC Board meetings.

5. **Decision-making.** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement CVC will hold SSC, ELAC, and CVC Board meetings.

6. **Collaborating with Community.** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Cielo Vista will work together with the community businesses to support various school needs.

Building Capacity for Parent Engagement

The Cielo Vista Charter School staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
 - distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Cielo Vista Charter, and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

Volunteer Procedures

As partners with the school, ALL parents are encouraged to complete the application process for volunteering at the beginning of each school year.

Each year, ALL non-supervisory school volunteers are required to:

- Complete the **Volunteer Interest Notice**
- Complete the **online Volunteer Application (<http://volunteers.psusd.us>)**
- Submit a copy of their **current U.S. Identification** on the application.
- Complete the **online Mandated Reporter Training** that is prompted to do following completion of the application.

Those volunteers interested in attending field trips, working with small groups of students or any other

Supervisory roles are required:

- Submit a **live scan criminal background check** using the assigned LiveScan form provided by the CVC office. The cost of fingerprints is to be paid by the individual, unless financial assistance is needed. Financial assistance inquiries can be made through the office. (This is only required during the initial application and does not need to be repeated yearly.)

Uniform Policy

***Uniform Policy will NOT be reinforced during Distance Learning. Uniforms will be required when we progress toward the Hybrid model and/or full traditional school model.**

At Cielo Vista Charter School uniforms are REQUIRED. Please see the approved uniform choices below:

Shirts

Buttoned Polo Shirt in teal with embroidered CVC logo.

This is the only acceptable shirt to wear as a uniform polo shirt. In cold weather students may wear *black or white long sleeve shirts* under their polo shirts. Impression Design Group sells all polo shirts at their store, or online at impressiondesign.com. On Wednesdays we wear our classroom University shirt and on Fridays, students are encouraged to wear CVC spirit clothing that represents clubs, awards and other CVC activities.

Elementary: (grades TK-5)

Tan, Navy Blue or khaki "uniform style" shorts, pants, capris, skorts, skirts or jumpers.

No baggy pants. No decorative accents. All skorts, skirts, shorts and jumpers must reach the tips of the wearer's longest fingertips, or below.

Middle school: (grades 6-8)

Black, tan, khaki or Navy Blue “uniform style” shorts, pants, capris, skorts, skirts or jumpers.

No baggy pants. No decorative accents. All skorts, skirts, shorts and jumpers must reach the tips of the wearer’s longest fingertips, or below. No workout pants or gym shorts.

Legwear

Leggings or tights need to be SOLID white or black. Leggings are not stand-only and must be worn under CVC uniform attire.

Footwear

Students are to wear closed-toe, closed-heel shoes. Open toes, open heels, cleats, heelies and athletic slides/flip-flops are prohibited for safety reasons. On P.E. days, students are to wear tennis/athletic shoes suitable for running.

Coats and Jackets

All outerwear may be any color with an appropriate CVC, college or athletic logo. Jackets, cardigan, crew neck or V-neck sweaters (long, short or sleeveless) may be worn, as well as hooded fleece shirts and sweatshirts (appropriate CVC, college or athletic logos are encouraged).

Hats

Hats may be worn outside of school buildings. Hats may be any color with an appropriate CVC logo, college or athletic logo is acceptable. We encourage students to wear SPF hats when possible while they are outside playing.

Free Dress Days

Students will have opportunities to participate in free dress days throughout the school year. The school will send out communication for days designated as free dress day.

Impression Design Group sells CVC uniform clothing all year.

Website: www.impressiondesign.com

Phone: 760-469-4055

Email: info@impressiondesign.com

Attendance

School attendance is compulsory in California. Children are excused from attending school only for illness, medical or dental appointments, a court appearance (for the child), or death of an immediate family member. Teachers and staff at Cielo Vista Charter believe strongly that regular school attendance is required for academic success. Parents and students agree to attend regularly and on time, striving for at least a 95% yearly attendance rate. Parents/students not complying with compulsory attendance will be referred to the SART/SARB process

Student participation and weekly engagement during distance learning will be tracked in both synchronous and asynchronous instruction. Synchronous instruction includes live teacher instruction and peer interaction. Asynchronous instruction is student independent work and learning time.

Teachers will check students in during synchronous time and will follow up with students who don’t check in. Teachers will make notes if technical issues are reported.

Absences

All absences should be reported by a telephone call to the school the same day as the absence. If you do not call the school, please make sure to log onto your ParentVue to report the absence. Excuses such as *car broke down*, *visiting with friends*, or *personal reasons* are unexcused by the State and are considered instances of truancy. A doctor's note may be requested by the school for absences of four (4) or more days. The excuse note should give:

- Date of absence
- Date that the note was written
- Reason for the absence
- Name of the child(ren)

Parent signature

It is your responsibility to call the office at 760-416-8250 and clear your student's absences each day. We monitor attendance very closely and regularly. If a student is absent for three consecutive days during distance learning, our school community members will reach out to work with families and provide any additional support needed.

CVC Elementary Distance Learning					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 8:45	Teachers log into Zoom	Teachers log into Zoom	Teachers log into Zoom	Teachers log into Zoom	Teachers log into Zoom
8:45 - 9:45	Synchronous ELA with Integrated ELD Embedded Science and Social Studies Content	Synchronous ELA with Integrated ELD Embedded Science and Social Studies Content	Synchronous ELA with Integrated ELD Embedded Science and Social Studies Content	Synchronous ELA with Integrated ELD Embedded Science and Social Studies Content	Synchronous ELA with Integrated ELD Embedded Science and Social Studies Content
9:45 - 10:00	Recess Break with Zoom Left On (Play recorded video from PE/Paraprofessionals Go Noodle Leader in Me, etc.)	Recess Break with Zoom Left On (Play recorded video from PE/Paraprofessionals Go Noodle Leader in Me, etc.)	Social Emotional Learning Lesson/Activity	Recess Break with Zoom Left On (Play recorded video from PE/Paraprofessionals Go Noodle Leader in Me, etc.)	Recess Break with Zoom Left On (Play recorded video from PE/Paraprofessionals Go Noodle Leader in Me, etc.)
10:00 - 11:00	Synchronous Math with Integrated ELD	Synchronous Math with Integrated ELD	Synchronous Math with Integrated ELD	Synchronous Math with Integrated ELD	Synchronous Math with Integrated ELD
11:00 - 11:30	Synchronous Designated EL D (EO) students log off unless the student would benefit from language support)	Synchronous Designated EL D (EO) students log off unless the student would benefit from language support)	Synchronous Designated EL D (EO) students log off unless the student would benefit from language support)	Synchronous Designated EL D (EO) students log off unless the student would benefit from language support)	Synchronous Designated EL D (EO) students log off unless the student would benefit from language support)
11:30 - 12:15 Classrooms Teacher Prep (55 minutes)	PE (2nd - 6th) Music Kinety: 20 Min Music 1st Grade: 20 Min	PE (1k - 1st, 3rd-4th) Music 2nd grade Coding 5th Grade	PE & Waterbn (1k, 2nd, 4th & 5th) Music 3rd Grade	Art 1k - 3rd Music 4th Grade PE 6th Grade	PE Music 6th Grade
12:16 - 1:10	Lunch	Lunch	Lunch	Lunch	Lunch
1:15 - 3:30	Asynchronous Working time for students Synchronous small group support Synchronous Guided Reading Groups SEL with Counselor SPED Services (RSP Speech etc.)	Asynchronous Working time for students Synchronous small group support Synchronous Guided Reading Groups SEL with Counselor SPED Services (RSP Speech etc.)	Teachers collaborating lesson planning professional development, staff meetings and prep time	Asynchronous Working time for students Synchronous small group support Synchronous Guided Reading Groups SEL with Counselor SPED Services (RSP Speech etc.)	Asynchronous Working time for students Synchronous small group support Synchronous Guided Reading Groups SEL with Counselor SPED Services (RSP Speech etc.)

CVC Middle School Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 - 8:30	Period 1 Synchronous Instruction	Period 6 Synchronous Instruction	7:00 - 8:15 Period 1 Office Hours 8:15 - 8:45 Period 2 Office Hours	Period 1 Synchronous Instruction	Period 5 Synchronous Instruction
8:45 - 9:45	Period 2 Synchronous Instruction	Period 5 Synchronous Instruction	8:50 - 9:25 Period 3 Office Hours 9:25 - 9:55 Period 4 Office Hours	Period 2 Synchronous Instruction	Period 6 Synchronous Instruction
9:55 - 10:55	Period 3 Synchronous Instruction	Period 7 Synchronous Instruction	10:00 - 10:30 - Period 4 Office Hours 10:30 - 11:00 Period 5 Office Hours	Period 3 Synchronous Instruction	Period 7 Synchronous Instruction
10:55 - 14:00	Period 6 Synchronous Instruction	Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 6	11:15 - 11:45 Period 7 Office Hours	Period 4 Synchronous Instruction	Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 6
Lunch					
12:30 - 1:00	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 6	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 7	Teachers collaborating lesson planning, professional development, staff meetings, and prep time	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 5	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 2
1:10 - 1:40	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 6	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 5		Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 6	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 3
1:40 - 2:30	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 7	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 4		Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 7	Asynchronous Learning Teachers facilitating morning sessions, small group targeted work, and Designated ELD related to class Period 4

Communication during Distance Learning

Cielo Vista Charter believes that in order to succeed it takes a team. Communication is crucial to our continued success. All communication with CVC staff will be done virtually until further notice. Please make sure to visit our website often, follow our school Dojo Account, as well as our school Instagram.

It is crucial that we have an updated email on file. We will be sending important information via email. Please check your spam folder if your email address is updated and you are not receiving information from the school.

School Campus Hours: 7:30 a.m. - 3:30 p.m.

If you have any questions and need to visit the office for any reason, please make an appointment. We will not meet with families unless an appointment has been set up. In order to schedule an appointment please call the office at 760-416-8250.

You will also need to fill out a self-screening form when arriving on campus. Masks are required and will follow all social distancing guidelines.

Virtual Parent Teacher Conferences

- Parents are informed and assisted with their child's education through conferences that are scheduled by their classroom teachers.
- Parents and teachers work collaboratively to determine specific goals for the child based on his/her unique needs as they are related to achieving the Common Core Standards.
- Review of the standards-based report card to be given to parents to monitor their child's progress in meeting and/or exceeding grade level content standards.
- Additional parent conferences are scheduled based on students' needs.

Child Custody

STATE LAW requires parents to inform the school any time the custody of a child changes.

- It is the parents' responsibility to provide the school a copy of court orders pertaining to a child's custody.
- Without a court order, the school CANNOT keep a child from being picked up by either parent.

Meal Distribution

When schools resume on August 5th with distance learning, PSUSD Nutrition Services will continue to serve a weeks' worth of meals each Wednesday. We will transition from the Summer Food Service Program (SFSP) to the National School Lunch Program (NSLP). The new program requires: Each meal served must be accounted for and tracked by student Meal cards will be developed and sent to all households with the student name, student ID, bar code, and school of residence

Chromebooks, Hotspots & Textbooks

Students are responsible for all books and technology checked out to them.

They are expected to be responsible and take care of all items checked out to them. If a textbook or other school property is lost, stolen, or destroyed, it must be paid for. Parents will be sent a bill for missing or damaged items. All bills must be cleared prior to the end of the year and/or participating in promotion activities. Cielo Vista Charter will be holding monthly distribution days on the last Wednesday, Thursday, and Friday of each month.

Academic Evaluations

Grades help to drive instruction, while identifying and informing students and parents of specific areas of strength and those still needing improvement. The criteria are appropriate and specific to all students at their grade level.

- Standards based curriculum report cards will be used.
- Grades are based on the quality of each student's work and his/her mastery of Common Core Standards.

Grading Criteria

Teachers shall communicate their grading criteria to parents and students at the beginning of the school year and the beginning of each trimester.

- EXCEEDING** – Consistently understands and applies knowledge of key concepts, processes and skills for grade level standards; consistently produces work within the general range of 90-100%
- MEETING** - Usually understands and applies knowledge of key concepts, processes and skills for grade level standards; generally produces work within the range of 80-89%
- NEARLY MEETING**- Beginning to understand and apply knowledge of key concepts, processes and skills for grade level standards; generally produces work within the range of 70-79%

D/F. **NOT MEETING** – Does not understand and apply knowledge of key concepts, processes and skills for grade level standards; produces work below 69%

****First and Second trimester grades** in English Language Arts and Math reflect student performances on instruction during the grading period.

****Third trimester grades** in English Language Arts and Math reflect student proficiency on year-end grade level standards.

****All other grades** reflect student performance on instruction during the grading period.

Recognition of Academic Achievement & Personal Success

Virtual Awards assemblies are planned for all TK-5 students monthly and 6-8 grade students at the end of each grading period. When students are to receive an award, an email will be sent home notifying parents, so they can support their child and attend the assembly virtually.



Implementing *Leader in Me* virtually begins with our belief that outside circumstances do not diminish our capacity to enable greatness. The Leader in Me program at CVC will get started with daily, weekly, and monthly routines that will empower all of us to synergize across the distance. We will start with an inside-out approach, change starts with us! Cielo Vista Charter will engage students in the 7 habits curriculum and guide them in discovering their own voice and reaching their full potential.

Discipline Plan

CVC Positive Behavior Intervention and Supports

Cielo Vista Charter employs a tiered approach to behavior intervention that strives to address behavior concerns through restorative practices and providing behavioral supports. The goal of this approach is to help individuals, and the school as a whole, develop social & emotional awareness that promotes the development of all children. Below are examples of the possible interventions and focus areas for each tier in the behavior intervention system.

First Tier: Classroom Teacher is focused on developing positive behavior that promotes a positive climate for learning through the 7 Habits & Leader in Me Journey.

1. Weekly/daily class meetings that include role playing & whole group discussions with a problem/solution focus.
2. Classroom Solution Box- allows anonymous reporting that guides what needs to be discussed in class meetings/role playing situations. It is also used to facilitate pulling individual students in order to address specific concerns.
3. Teacher/student contact- behavior intervention plan
4. Teacher/parent contact- behavior notification
5. Refer to peer mediation as needed.
6. Refer to the SST process as needed.
7. Restorative Conversation/circle with those impacted by actions.

Second Tier: Counselor supports the work of the classroom teacher in developing resolutions for behavior that promotes a positive climate for learning.

1. Individual Counseling session
2. Peer Mediation/ Conflict mediation
3. Restorative Conversation/circle with those impacted by actions.
4. Positive behavior contracts
5. Group counseling
6. Parent/Student Conference
7. Outside Counseling Referrals
8. Lunch Bunch - proactive small group sessions

Third Tier: Administration supports the overall needs of the school staff by resolving behaviors that have not been adjusted through other means of correction.

1. All repetitive behaviors that have not been corrected with previous tiered interventions
2. Reports of bullying, physical violence/threats, and dangerous objects automatically go to administration.
3. Restorative Conversation/circle with those impacted by actions.

Distance Learning Behavior Matrix	<i>E</i> <i>How Eager are you to learn?</i>	<i>A</i> <i>How are you showing Appreciation and Respect?</i>	<i>G</i> <i>How do you show integrity and Greatness?</i>	<i>L</i> <i>Are you being a Leader in your own life?</i>	<i>E</i> <i>Are you putting in your best Effort?</i>
Distance Learning	<p>Have all the materials needed ready</p> <p>Attend Zoom/Online classes on time</p> <p>Complete and turn in assignments on time</p>	<p>Take turns to comment during online lessons</p> <p>Honor all voices</p> <p>Make respectful comments</p> <p>Respect myself & others online</p>	<p>Turn in your own work</p> <p>Help younger siblings if needed</p> <p>Use school account Zoom for school use only</p> <p>THINK before you post - Is it True, Helpful, Inspiring, Necessary, or Kind?</p>	<p>Attend all classes everyday</p> <p>Follow class procedures</p> <p>Check your calendar and email</p> <p>Complete your homework/work each day</p>	<p>Persevere and try your best</p> <p>Ask for help when needed</p> <p>Actively participate</p> <p>Create thoughtful and neat work</p> <p>Help others who might need it</p>
Technology	<p>Come to class with chromebook charged</p> <p>Use technology correctly</p>	<p>Value school property</p> <p>Keep ALL login information private</p>	<p>Cite sources of pictures and information used</p>	<p>Stay on task when using technology</p> <p>Avoid and report unsafe sites</p>	<p>Use chromebooks for school use ONLY</p> <p>Take PRIDE in completing your work</p>

***Courtesy of Grandview Middle School, Westonka Public Schools**

Suspension Notification

BP 5144.1(a)

The Governing Board recognizes that maintaining an environment which promotes learning and protects the health, safety and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify District behavior standards.

Suspension: Except in cases where suspension for a first offense is warranted in accordance with law, Education Code 48900(a-e) violations, suspension shall be imposed only when other means of correction fail to bring about proper conduct. **(Education Code 48900.5)**

Each principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all District policies and regulations dealing with student discipline, suspension and expulsion. **(Education Code 35291, 35291.5)**

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

Student Due Process: The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administration and staff shall comply with procedures for notices and appeals as specified in regulation. Procedures governing student due process shall conform in all aspects to provisions in law. **(Education Codes 48911, 48915 and 48915.5)**

EXPULSION PROCESS:

For any student expulsion referral, school sites must submit a 'Principal signed Suspension Notice' to Student Services (using the 'Confidential' cover sheet).

If requesting an "*Extension of Suspension*" meeting, a copy must also be sent to Educational Services.

Note: Extension of suspension meetings must be held before suspension date ends.

IMPORTANT: Special Education/504 expulsion referrals require a "Manifestation of Determination" meeting within 10 days of the first day of suspension, to proceed with the expulsion process. (See Expulsion flow chart)

Expulsion Packet must include:

Expulsion Packet Cover Page
Due Process Statement
Checklist of Interventions
Recommendation Page
Counselor's Report
Exit Interview/Parent Conference
Student Summary/Incident Description
Teacher Inquiries
Student Incident Statement
Suspension Notice [Synergy: U-IDS101]

Photos of any Evidence (i.e.: Weapon, Drugs, Etc.)

Discipline History [Synergy: IDS201] (Show: Full History, Incident Description)

Enrollment History

Transcript/Grades

Test Scores Current Attendance [ATP201] (Show: All Absence Reasons, Attendance Details)

To be added by Student Services

Statement of Charges

Extension of Suspension Notice

Date of Hearing Notice

Receipt of Hearing Notice

To be presented at expulsion hearing (if applicable)

Additional Administrative Exhibits

Witness Statement(s)

Special Services

Student Success Team (SST)

- The Student Success Team is made up of the psychologist, resource specialist, school counselor, several teachers and administration.
- When a child is having difficulties that are affecting learning, a teacher or a parent refers him/her. Parents are also able to request an SST meeting at any time through their classroom teacher, the Pre-SST process will begin at that time if it has not already been initiated.
- A meeting is scheduled to talk about concerns and identify interventions that will help the child be successful in the future.

Psychologist

- The school psychologist is here 1 day per week.
- The primary job of the psychologist is to test for special education.
- A child can be evaluated only after two Student Success Team (SST) meetings.

Resource Specialist Program

- This program is for special education students.
- The School Success Team recommends testing for this program after all other interventions have been tried.
- The Psychologist and the Resource Specialist Teacher do evaluations.

Speech Therapy

- The Speech & Language Pathologist is here based on their caseload assigned by the district.

Counseling

- The school counselor is here full-time.
- The primary job of the school counselor is to provide counseling and guidance services to students in order to facilitate academic achievement and social growth.

Nondiscrimination Statement

No person shall on the basis of sex, race, national origin, or non-limiting handicapped conditions be excluded from participation in or be denied the benefits of or be subjected to discrimination under any educational program offered by Palm Springs Unified School District. Programs offered by the District include a variety of vocational education programs, including those in the area of Business, Consumer Home Economics, and Technical/Industrial. There are no special admission requirements for these programs except to progress sequentially from level to level. Lack of English skills will not be a barrier to admission and participation in vocational education programs. Listed below are the District's Coordinators:

TITLE IX (Nondiscrimination on the Basis of Sex)

Palm Springs Unified School District
150 District Center Dr, Palm Springs, CA 92264
(760) 883-2700

SECTION 504 (Nondiscrimination on the Basis of Handicapped)

Palm Springs Unified School District
150 District Center Dr, Palm Springs, CA 92264
(760) 883-2700

Listed below is the Cielo Vista Charter School contact:

Mrs. Perezchica, Principal
Mrs. Parent, Assistant Principal
Cielo Vista Charter School
650 Paseo Dorotea
Palm Springs, CA 92264
Office: (760) 416-8250
Fax: (760) 416-8253

Complaint Procedures

Any person or organization wishing to file a complaint alleging unlawful discrimination, including racial harassment or sexual harassment, or failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, or any district or chartered administered educational program should contact:

Palm Springs Unified School District
150 District Center Dr, Palm Springs, CA 92264
(760) 883-2700

A copy of the district's complaint procedures (Board Policy 1312.3 and Administrative Regulations 1312.3 [a-b]) will be made available upon request. Under some circumstances, specified under sections 4650-4651 of Title V (District Exhibit 1312.3), complainants may ask for direct intervention by the California Department of Education. Furthermore, complainants have the right to appeal any decision made by the district concerning a complaint to the California Department of Education. Information on procedures and timelines for appeals are included in the above-listed district documents.

PSUSD Bullying Definition

Bullying: When an individual or a group of people with perceived power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. **Bullying continues over time**, is often hidden from adults and will probably continue if no action is taken.

Please note: A single egregious act of one of the following might not be considered bullying but does require a disciplinary response.

Types of Bullying:

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other students not be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Cyberbullying uses digital technologies, including hardware such as computers and smartphones, and social media, instant messaging, texts, websites and other online platforms. It can be public or private. Cyberbullying includes:

- Abusive or hurtful texts, emails, or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumors
- Imitating others online or using their login

What bullying is not:

- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

Modified from: www.stopbullying.gov www.ncab.org (National Center against Bullying)

Per Board Policy 1312.3, any complaint alleging bullying based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610) shall be investigated and resolved via the District UCP (Uniform Complaint Procedure).

Student Services

Anne Kalisek, Ed.D., *Executive Director*

Resources for Victims of Bullying

The Palm Springs Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion.

To report an incidence and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact **Student Services at (760) 883-2703**.

Resources:

StopBullying.gov

<https://www.stopbullying.gov/>

Are You Being Bullied? How to Deal With Bullies

<https://www.stompoutbullying.org/get-help/about-bullying-and-cyberbullying/a-re-you-being-bullied>

Student Services

Anne Kalisek, Ed.D., *Executive Director*

Boo2Bullying - Outreach, Mentoring, Inspiration & Support

<https://boo2bullying.org/>

Delete Cyberbullying

<http://endcyberbullying.net/what-to-do-if-youre-a-victim/>

National Safe Place

<https://www.nationalsafeplace.org/bullying>

GLSEN.org

<https://www.glsen.org/research/strategies-prevent-bullying-lgbt-youth>

LGBT Youth - Stopbullying.gov

<https://www.stopbullying.gov/at-risk/groups/lgbt/index.html>

Bullying and Cyberbullying Resources

<https://www.safekids.com/bullying-cyberbullying-resources/>

SafeHouse What's Up App - 24/7 Youth Crisis Line

Download the app or text our toll-free number 844.204.0880 to text with a trained counselor

<https://safehouseofthedesert.com/whatsup-app/>

CA Youth Crisis Line

<https://calyouth.org/cycl/>

Sprigeo - Report Bullying

<https://app.sprigeo.com/>

The BULLY Project

http://www.thebullyproject.com/tools_students

Sex Equity: Title IX Notifications – EC 221.61
Palm Springs Unified School District
2020-2021 School Year

Policy against Discrimination based on Sex

The Palm Springs Unified School District is committed to providing educational programs that are free from unlawful discrimination based on legally protected characteristics, including sex and gender as required by Title IX of the Education Amendments of 1972. The District's general nondiscrimination/harassment policy is found in BP 5145.3

The District's Title IX Coordinator

Mr. Mark Arnold – Director, State & Federal Programs
Educational Services Department
150 District Center Drive
Palm Springs, CA 92264
(760) 883-2703
marnold@psusd.us

Summary of Student Rights (Education Code section 221.8)

- You have the right to fair and equitable treatment and to be free from discrimination based on your sex.
- You have the right to an equitable opportunity to participate in all academic extracurricular activities including athletics.
- You have the right to ask the athletic director of your school about the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships.
- You have the right to equitable treatment and benefits in:
 - Equipment and supplies
 - Scheduling of games and practices
 - Transportation and daily allowances
 - Access to tutoring
 - Coaching
 - Locker rooms
 - Practice and competitive facilities and services
 - Medical and training facilities and services.
 - Publicity
- You have access to a gender equity coordinator to answer questions about gender equity laws

Sex Equity: Title IX Notifications – EC 221.61
Palm Springs Unified School District
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- You have the right to contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) for information on gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights (OCR) or CDE if you believe you have been discriminated against or received unequal treatment on the base of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected from retaliation if you file a discrimination complaint.

The School's Responsibilities

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in programs and activities of federally funded institutions. School district programs and activities must be operated free from discrimination. Key areas addressed by Title IX include: athletics, sexual misconduct, including sexual harassment and sexual violence; pregnant and parenting students; off-campus activities; recruitment and admission; and employment. Schools must protect against discrimination in these areas. Schools must also prohibit retaliation against any person for opposing an unlawful practice or policy, or filing, testifying about, or participation in any complaint under Title IX.

How to File a Title IX Complaint

Individuals who believe they have been discriminated against in violation of Title IX may file a complaint with the District or the Office of Civil Rights (OCR). If a crime is involved, such as sexual assault, individuals may also file a report with the local police department. A person may pursue one or all of these avenues at the same time. Below is a summary of each process.

District Complaint

Title IX complaints may be filed using the District's uniform complaint procedure found within Board Policy 1312.3.

Sex Equity: Title IX Notifications – EC 221.61
Palm Springs Unified School District
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Time Requirement

A complaint with the District must be filed within six months of the discrimination occurring or your awareness of the discrimination (5 CCR 4630(b)). If you have any questions about this time limit, or if you believe your complaint may be outside this time requirement but want to explore other options, please contact the Title IX Coordinator.

Investigation Procedure:

Upon receipt of any complaint related to a potential Title IX violation, the District will ensure every allegation is investigated promptly, adequately and impartially. The District will also take steps to protect complainants from retaliation and ensure all parties are treated fairly throughout the District's investigation process. As part of its Title IX obligations, the District also takes steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate. The District's procedures for investigating a Title IX complaint can be found within Board Policy 1312.3.

Please contact the Title IX Coordinator if you have any questions.

More information regarding Title IX can be found on the District web page at:
<https://www.psusd.us/Page/6652>

UNIFORM COMPLAINT POLICY FORM

Complaints shall be filed with:

Assistant Superintendent
Educational Services
Palm Springs Unified School District
150 District Center Drive
Palm Springs, CA 92264
(760) 883-2703

Name: _____
 Address: _____

 Work Phone: _____
 Cell Number: _____
 Email _____
 Address: _____

If a PSUSD Employee
 School/Department: _____

1. Identify the offending person or persons (if known).

2. State what happened to cause the complaint. Be specific. (If more space is required, please attach additional pages.)

UNIFORM COMPLAINT PROCEDURES (continued)

3. What remedy are you seeking?

4. Describe the informal efforts you made to correct the situation.

Your Signature _____ Date _____

Board Policy 1312.3 Uniform Complaint Procedures

TO BE COMPLETED BY COMPLIANCE OFFICERS(S)

Date Received _____ By _____

Uniform Complaint Policy Complaint Form # _____ Reference Code _____

Date Resolved _____ By _____

**CIELO VISTA CHARTER
2020-2021
Student-Parents-Teacher Support Agreement**

Students Name: _____ **Teachers Name:** _____

We know that learning can take place only when there is a combination of effort, interest and motivation. As we are all committed to your child's progress in school, we are going to do our best to promote his/her achievement. This agreement is a promise to work together. Together we can improve teaching and learning.

AS A STUDENT I PLEDGE TO:

- Attend school regularly and on time.
- Take responsibility to achieve my personal best and ask for help when I need it.
- Complete and return all assigned school work and homework on time without an excuses.
- Give parents all papers sent from school and return them on time as required.
- Be a student of character by living the Character Counts Seven Pillars of Character and an upstander.
- Have an appropriate appearance and **WEAR THE REQUIRED SCHOOL UNIFORM and follow dress code.**

Student Signature

AS A PARENT I PLEDGE TO:

- Strive to make sure my child attends school regularly and on time (no less than 95%). School attendance is crucial for my child's success and attendance that drops below 90% at any time during the year will require me to meet with administration to develop interventions. If we are unable to correct the absences, my child may be required to be enrolled at their home school.
- Never under any circumstances use the student restrooms. Adult restrooms are available in the office.
- Request an Independent Study packet 96 hours before any anticipated absence. Request an Independent Study packet the day of unanticipated absence, not after the fact.
- Be prepared to provide a doctor's note, if requested, in the event of frequent absences or any prolonged absences of four (4) or more days. I understand that all absences effect my child's learning and will do everything I can to schedule appointments outside of school hours.
- Review school and class rules and consequences with my child and support the school discipline process.
- Work out problems or concerns in a positive manner, following the chain of command by meeting with my child's teacher first and working through the concern directly with the person/s involved, not others.
- Maintain good communications with my child's teacher and read, sign, and return all papers as requested.
- Provide accurate, up-to-date telephone numbers and emergency contact information and maintain their accuracy throughout the year.
- Drop off/pick-up my child on time in the designated areas only, follow the safety procedures for those areas, and park only in designated visitor parking spaces while visiting or volunteering on the campus.
- Attend all of my child's Parent Conferences and Back-to-School nights.
- Apply for supervisory or non-supervisory volunteer status at the beginning of each year. I will provide 24 hours advance notice to staff when I want to volunteer for so that they can prepare to make the most use of my time. I will not bring my other children with me when volunteering on campus or on a field trip during school hours.
- Make every attempt to volunteer for or attend at least three (3) of the following activities.
 - Cielo Vista Charter Parent Teacher Group sponsored events
 - Awards ceremonies for my child
 - Classroom and School volunteeringWear a visitor's badge whenever visiting the campus.
- Provide my child with the adopted school uniform, closed-toe shoes, and tennis shoes for P.E. days and make sure they follow the dress-code.

Parent Signature

THE STAFF OF CIELO VISTA CHARTER PLEDGES TO:

All staff members of Cielo Vista Charter School agree to:

- Promote a positive school climate with a focus on restorative practices when students make poor choices.
- Be good role models by representing the Character Counts Seven Pillars of Character and encouraging others.
- Provide a safe and orderly environment that is conducive to high levels of learning.

As a teacher I will:

- Provide regular communication between home and school which will include information on student progress. This includes updating grades regularly so they are accessible through ParentVUE and StudentVue for online monitoring of student progress in between reporting periods.
- Meet the needs of students by providing for individual needs and learning, offering enrichment and intervention opportunities within my classroom to meet individual needs as necessary.
- Promote positive self-esteem and self-confidence in each child.
- Work closely as a grade level to ensure academic parity and a positive & engaging learning experience.
- Welcome parental involvement.

Teacher Signature

WE PROMISE TO HELP EACH OTHER CARRY OUT THIS COMPACT

WE PROMISE TO HELP EACH OTHER CARRY OUT THIS COMPACT

Dear Parents and Students,

You have just completed reviewing the Cielo Vista Charter Parent/Student Handbook. We have attempted to cover all the important rules, regulations, and procedures that you are responsible for during this school year. You now know that:

1. Positive work habits and good behavior will be rewarded in many ways.
2. Inappropriate or disruptive behavior will result in consequences that focus on experiential learning and will not be tolerated.
3. Attendance is a high priority, and parents are responsible for ensuring that students log on for synchronous instruction, ready to learn and grow.
4. Academic achievement for each student is our goal. Students who do not complete the work assigned to them will be denied participation in extracurricular activities in order to make-up missing work.
5. All students will be treated fairly.
6. We expect high levels of caring and effort from all parts of our community; staff, students, and parents. As a Charter school, a home/school agreement is required and needs to be signed every year.

Student Signature

Student Name Printed

Parent/Guardian Signature

Date