



CALPAC

Student/Parent Handbook

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CalPac

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www.cal-pacs.org

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General Information

Community Collaborative Family of Schools

CalPac is part of the Community Collaborative family of schools (CCFS). CCFS partner and work together in order to provide and afford our students with diverse options and opportunities.

CCFS schools are:

- California Pacific Charter School - San Diego
- Community Collaborative Charter School
- County Collaborative Charter School
- Community Collaborative Virtual - Sage Oak Charter
- Community Collaborative Virtual - Keppel Partnership Academy
- Pathways Academy Charter School - Adult Education

Mission Statement

Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.

Vision

GROWTH: Our strong commitment to serve our community will establish ourselves as a leader in the independent study community. Our stakeholders will benefit from our ability to set ourselves apart from similar educational institutions through expertise, parent support, and high academic achievement.

ACCOUNTABILITY: We are committed to maintain sustainability through academic, fiscal, and legal accountability. We will meet criteria necessary to achieve renewal, ensure audit compliance annually, and continue compliance with legal regulations governing our school.

PERSONALIZATION: We will provide an educational experience of personalized learning and academic choice, within the state guidelines. Our learning model will afford families the peace of mind that they are participating in a program that will keep their students on track for learning, regardless of the school they attend.

SUPPORT: Our priority is to support individualized student learning by collaborating with the parent educator and the student. We will utilize staff strengths, professional development opportunities, and community resources to support our students in their journey to become lifelong learners and reach academic excellence.

CalPac Mission Statement

CalPac will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates

and supports independent learning. Through the power and flexibility of its standards-based online and home study curriculum, combined with superior individualized support, CalPac will provide an inspirational learning environment with enriched and rigorous academics and high standards to empower students to become self-motivated and competent lifelong learners who will make a positive impact in their communities.

Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.

Student Learning Outcomes (SLOs)

To meet the demands of the 21st century, CalPac graduates will be:

Creative and Complex Thinkers

- Students will propose, evaluate, and use a variety of strategies, tools, and skills to produce solutions.
- Students demonstrate the ability to recognize and analyze problems from multiple perspectives including real-world situations.
- Students exhibit intellectual courage by advocating for their own learning, seeking help when needed, and persevering when challenged.

Effective Communicators

- Students are able to actively engage in a variety of topics through polite and respectful conversation.
- Students exhibit articulate, effective, and persuasive communication orally, visually, and in writing to a diverse range of audiences using a variety of methods.
- Students will engage in cooperative relationships with teachers and peers.
- Students use technology in various forms to effectively communicate and demonstrate knowledge.

Community/Global Participant

- Students are prepared to meet the demands of college or career; demonstrating various skills in seeking employment and/or college admission.
- Students show respect for self and others and celebrate cultural diversity.
- Students will make positive contributions to their community (e.g. register to vote, care for environment, volunteer).

Empowered and Independent Learners

- Students are self-directed, self-disciplined, self-monitored, and demonstrate self-corrective thinking.
- Students are curious, inquisitive thinkers, dedicated to lifelong learning.
- Students plan and study effectively and efficiently using time management skills.
- Students actively participate in the creation and pursuit of personal, academic, and professional goals.

Charter Authorizers

CalPac is a program of California Pacific Charter Schools of San Diego, authorized by Warner Unified School District.

CalPac is a program of Community Collaborative Charter School, authorized by Acton-Agua Dulce Unified School District.

Calpac is a program of Community Collaborative Virtual - Sage Oak Charter, authorized by Helendale School District

Calpac is a program of Community Collaborative Virtual - Keppel Partnership Academy, authorized by Keppel Union School District.

CalPac is a program of Pathways Academy Charter School - Adult Education, authorized by Acton-Agua Dulce Unified School District.

Attendance

Master Agreement

The Master Agreement is the legal contract between CalPac and the student, parent/guardian, supervising teacher, and other responsible persons. The agreement documents the course of study, curriculum, and the time, manner, and frequency of the student's meetings with the faculty. It is updated and signed annually. Each agreement shall be signed and in effect prior to the student's attendance reporting start dates.

Policies

Attending a virtual school can be an exciting educational adventure. However, transferring from a traditional school to an online school can be a big transition for any student. Without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with these decisions when first starting an online program. Parents and teachers must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work each week.

CalPac provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than in a traditional school. However, as a provider of public school education, CalPac must comply with state attendance* regulations. Students of CalPac schools are required to attend and participate in their online courses as they would in any other school setting.

- Students are required to log in and to work in their online courses each school day. **
- Students are required to post in the activity log a brief summary of any work completed on or off line for the day.
- Students are expected to complete at least one assignment per day and to complete assignments by their posted due dates.

- If a student has difficulty with an assignment or has questions on an assignment, it is his/her responsibility to reach out to his/her instructor.
- Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy.
- Students are required to attend Live Sessions for each of their courses per the course/school policy or identified by the academic year.
- Students must check in with their teachers on a weekly basis via phone, text message, Google Chat, online classroom, or email.
- Students are required to attend all state testing in person at a designated location.

**Note: Specific state attendance requirements may vary and are delineated in the Student/Parent Handbook. Even if all assignments are completed prior to the due dates, students must log in to the system and check the following daily: Discussion Board, Emails, Grades, Announcements, class Live Sessions, and class meetings. Students are required to journal their educational activities, both online and offline, including Live Session attendance.*

***Note: There are certain times and situations that are exempt from the above requirement (e.g., certain holidays, religious holidays, pre-arranged family vacations, and family emergencies).*

Violations

Each student's course activity is recorded on the school's server, which captures the amount of time spent each day in each registered class. Teachers and administrators monitor student attendance from the first day of class. A student who fails to be active, including submitting assignments, within each course, for a period of three (3) or more days will be contacted by the school. The school will continue to reach out to the student and family to re-engage the student over the course of 3 weeks. After 3 weeks of insufficient activity, a contract will be issued. After twenty (20) consecutive days of no activity and/or submitted work to one or more classes, or if the student has not shown adequate work progress, the student will be referred to administration and **may** be dropped from an individual course or from the school.

When special or extenuating circumstances justify a longer time for individual students, the Executive Director or designee may approve a period not to exceed ten (10) additional instructional days.

Truancy

The school Attendance Policy is in accordance with the laws and regulations regarding online school and student attendance (Cal. Ed. Code 48200 et seq.). **Parents of children between the ages of 6-18 are required by law to ensure regular school attendance.**

The school's online system captures the amount of time each student spends each day in each of his/her registered classes. As indicated in the Attendance Policy, students who fail to log in and/or participate in the course assignments for a period of twenty (20) days will be referred to the School Administrator and may be dropped from the course. **As required by law, students who fail to attend school will be referred to the legal system.**

Administrative Drop

In accordance with the attendance policy, students who do not work in a course within twenty (20) days or are not making adequate work progress and do not contact the instructor **may** be administratively

dropped from the course. The administrative drop carries the penalty of a failing grade which is reflected on the student's transcript.

After three (3) weeks of missed assignments and 3 consecutive warnings, students will be placed on an attendance contract. A contract must be signed by the student, parent/guardian, counselor, and administrator and requires that students log in daily, as per the Master Agreement. Because the student and parent/guardian have been officially warned, the student may be administratively dropped if the contract is violated. If the contract is violated, an evaluation will be conducted to determine whether it is in the best interests of the pupil to remain in independent study. If the evaluation finds that it is not in the student's best interest to remain in independent student, the student may be dropped and the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies and has been involuntarily withdrawn from the school. This letter will be sent by registered mail and the student's district of residence will be notified. A written record of the findings of any evaluation made as a result of missed assignments shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school. Students who are administratively dropped due to poor attendance may not enroll back into CalPac until the following semester.

Special Education Students

If the at-risk student is an identified Special Education student, including a student with an IEP, the teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any concerns, including a failure to meet the minimum qualifications of independent study or governing board policies.

Academics

Curriculum

CalPac uses Edgenuity (www.edgenuity.com) and Odysseyware curriculum (www.edgenuity.com). The curriculum for CalPac Online is copyright protected, but students may print pages for their own educational use. CalPac reserves the right to revise, add, or delete courses. Full notification of changes will be communicated via email, and all changes will be noted on the CalPac website.

Course Catalog

Visit the website at www.cal-pacs.org for a complete list of course offerings for high school. Courses are subject to change and may not be offered every semester.

Prerequisites (High School Only)

Mastery of a certain body of knowledge is necessary if students are to be successful in their courses. Most commonly, such knowledge is measured by successful completion of the prerequisite course listed in the course description. "Successful completion" is defined by a grade of "A," "B," "C," "D," or "P" in the prerequisite course. Grades that are not acceptable are "F," "I," or "NG."

How to Clear a Prerequisite

Students enrolling in a course with a prerequisite will be required to do one of the following:

1. Complete the required prerequisite course(s) at CalPac with a satisfactory grade that is a grade of "A," "B," "C," "D," or "P."
2. Submit transcripts – provide grade transcripts from another high school, if appropriate. Such transcripts must demonstrate satisfactory completion of the prerequisite course that is, completion of the course with a grade of "A," "B," "C," "D," or "P." Students must present transcripts to their Guidance Counselor for a transcript review as soon as possible.

It is at the school's discretion to accept or deny the request to waive the prerequisite course requirement.

Students, who submit transcripts for transcript review of a course not taken at CalPac to clear a prerequisite course, may or may not be enrolled in the class dependent upon the outcome of the review. If the review is approved, students will be allowed to enroll in the class. If the review is denied, students will be notified that they will need to choose another course for enrollment.

CalPac Course Policy

Adding a Course

All enrollment requests must be submitted by a parent/guardian.

- Current Students: Students currently enrolled in CalPac courses who want to add a course to their schedules within the same academic year must receive approval for the new enrollment from the Guidance Counselor and permission from a parent/guardian.
- Re-enrollment Students: Students who want to add a course for a new academic year must contact the Admissions Department for re-enrollment.
- Reapplying Students: Students who have not been enrolled in a course with CalPac for over a year must contact the Admissions Department for re-enrollment. Students resuming after one (1) year will need to reapply for admissions.

Transfer Between Two Courses

Students requesting a transfer from one course to another must submit a written request (email is acceptable) from a parent/guardian to the Guidance Counselor. This applies even if the transfer is suggested by an instructor or Guidance Counselor. Students may only request a transfer from one course to another during the first ten (10) business days of the course.

Dropping a Course

Students requesting a drop must submit a written request (email is acceptable) from a parent/guardian to the Guidance Counselor. All drops must be approved by the Guidance Counselor prior to processing.

After the drop is processed, the parent/guardian(s) and student will receive confirmation that the drop was completed. Students who drop all of their courses will be considered withdrawals from the CalPac program.

Students may only request to drop a course during the first ten (10) business days of a course. Once this time has passed, the course will be dropped with an F that will be factored into the GPA.

Credit Recovery

Students enrolled in CalPac's credit recovery program will complete the coursework for the 16-20 week courses at their own pace. Students are held to the same rigor and standards as full-term courses, but have the opportunity to complete the work faster in an effort to recover credits to get on track for

graduation. Students must be deficient in credits to enroll in the credit recovery program, or receive Principal approval.

Graduation Requirements

CalPac awards 5 credits per course, per semester. 220 credits are required to graduate. Students are eligible for a diploma when all requirements have been met. Diploma requirements are as follows:

Courses for College Prep Path	Credits	Courses for Non-College Prep Path	Credits
<i>Required:</i>		<i>Required:</i>	
English	40	English	40
Mathematics	30	Mathematics	20
Life Science	10	Life Science	10
Physical Science	10	Physical Science	10
Visual/Performing Arts	10	Visual/Performing Arts and FL	10
World History	10	World History	10
American History	10	American History	10
American Government	5	American Government	5
Economics	5	Economics	5
Foreign Language	20	Physical Activity	20
Physical Activity	20	Electives	80
Electives	50	Total Credits	220
Total Credits	220		

A-G Requirements

To be considered for admission to the University of California (UC) or California State University (CSU) systems, students must complete 15 yearlong A-G high school courses with a grade of C or better—at least 11 of them prior to senior year. Courses must be submitted for approval by the UC office of the President. CalPac uses Edgenuity curriculum, which has been A-G approved as a curriculum provider. CalPac’s A-G course lists can be found here:

California Pacific Charter School:

<https://hs-articulation.ucop.edu/agcourselist#/list/details/1893/>

Community Collaborative Charter – CalPac:

<https://hs-articulation.ucop.edu/agcourselist#/list/details/4864/>

Requirements can also be satisfied by completing college courses or earning certain scores on SAT, Advanced Placement, or International Baccalaureate exams.

WASC Accreditation

CalPac has been WASC accredited as a program of California Pacific Charter School – SD and Community Collaborative Charter School.

Grades and Credit

Students with questions about grades, averages, or course progress should contact the instructor immediately.

CalPac uses a traditional 4.0 scale in determining Grade Point Average (GPA).

Percentage Grade	Letter Grade	GPA
90–100%	A	4.0
80–89%	B	3.0
70–79%	C	2.0
60–69%	D	1.0
0–59%	F	0

Credit is granted only for courses that earn 60% out of a possible 100%. Honors and AP courses are weighted per UC/CSU policy.

Transfer Credits

Transfer credits are awarded on a case-by-case basis by the registrar's office. Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits.

If a student is provided a percentage grade upon exiting their previous school, CalPac will award the transfer grade by applying a percentage to the amount of work equivalent to what was completed at the previous school. Students who are provided exiting grades without percentages will be awarded a transfer grade equivalent to the amount of work completed at the previous school in accordance with the following scale:

Any A: 95%

Any B: 85%

Any C: 75%

Any D: 65%

Any F: 59%

International records may require translation and/or evaluation prior to being considered for transfer credits. Costs for translation and external evaluations are sustained by the student.

Home School Credit Transfer

Documentation provided by families for home-school work completed through grade 8 will be accepted in order for a student to enroll in grade 9.

To earn high school credit toward graduation, students must supply complete records (depending on state requirements), which may include evidence of attendance, state/national test results, curricula followed, and/or portfolio of work. A core group of school personnel (e.g., and administrator, language arts instructor, mathematics instructor, and a Special Education Specialist where appropriate) will review the documentation within five (5) business days of submission and determine the number of

credits to be awarded for transfer. The school will accept the grades awarded by the home school for any credit transferred.

Regardless of the number of transfer credits awarded, the student must successfully complete the required number of courses at the school (including all awarded transfer credits) in order to earn a diploma.

Transcripts

Official transcripts should be requested from the registrar's office at least two weeks prior to deadlines. Transcripts and student records will be withheld until all financial obligations (including the return of CalPac computers and/or non-consumable materials) are cleared from a student's account.

Repeated Courses

Courses in which grades of a D/F are earned may be repeated. The highest grade will be used in the GPA calculation. *UC only allows a course to be repeated one time for grade replacement.*

Middle School Coursework

Coursework completed in 7th or 8th grade can be used to satisfy Math or Foreign Language "A-G" requirements, however credits are NOT counted towards a high school diploma.

Grade Level

Middle School students in 6-8 are assigned a grade level based on the year of TK or K entry. High School students are assigned a grade level based on the year of 9th grade entry. Regardless of credit deficiency, students will be promoted to the next grade and given an opportunity to remediate credits in hopes that the student will graduate with his or her cohort. In the event that a student does not graduate with their cohort, CalPac will provide the student with an opportunity to continue their education, as long as they are making adequate progress towards a diploma, per Ed Code.

Promotion, Retention, and Acceleration

Students at CalPac will be promoted to the next grade level each year, unless determined by the parent or recommended by faculty that the student repeat a grade. In order to repeat a grade, it must be agreed upon in writing by both the parent and school administration. Students will only repeat a grade in the case that there is substantial evidence that the student lacks academic readiness in the areas of math, reading, and language arts. Students may not be held back more than once.

Students who wish to accelerate may do so with the recommendation of their Guidance Counselors and the approval of a school administrator. Typically, this is reserved for high school students who would like to graduate early. Students may graduate early only if they have met all of the criteria for graduation.

English Learners

English Language (EL) students are targeted for ELPAC testing when the Home Language Survey indicates that their primary home language is a language other than English.

- All EL students are ELPAC tested at the beginning of each year.
- Parents are notified of ELPAC results within 30 days from when the state scores and releases results.
- CalPac students are in an English Language Mainstream academic program with an EL Support Course, or support from their Education Specialist. The mainstream curriculum is

taught and/or supported by CLAD certified teachers and includes vocabulary, visual, and thematic based support. English Learners are accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

Criteria for redesignating (RFEP) EL students

The following criteria are used in tandem to determine reclassification:

- Minimum ELPAC Overall Score of 4
- Minimum ELPAC Oral Language Score of 4
- Minimum ELPAC Written Language Score of 3
- Teacher Evaluation
- Parent Approval
- Smarter Balanced and/or Local Assessments can also be used in determining student readiness for redesignation

Special Education

CalPac will work to ensure compliance with requirements of the individual with Disabilities Education Act (IDEA). CalPac will collect information about a student's special education eligibility or services. The parents/guardians of a child should submit to the Special Education Department a complete copy of his/her most recent IEP (Individualized Education Plan), or any related special education documentation, if your child was receiving special education services in the past. In addition, CalPac will comply with all relevant obligations under the law, including taking reasonable steps to promptly obtain relevant pupil records from the previous school in which your child was enrolled, including records relating to providing special education and related services to your child.

ADD section 504 Plan info

Academic Integrity

CalPac expects a full commitment to academic integrity from each student.

The honor code dictates that students exhibit four key values:

- **Honesty** – I will be honest and forthright in my school work, words, and actions.
- **Fairness** – I will be fair and respectful in my interactions with fellow students, parents, faculty, and school staff.
- **Responsibility** – I will be accountable for my actions and language and accepting of the consequences for both.
- **Integrity** – I will adhere to the honor code.

Plagiarism/Cheating

CalPac considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work. Use of another person's work or ideas must be accompanied by specific citations and references.

Citation formats vary among the departments; however, all courses require that students submit original work that is properly cited when applicable. The teacher will dictate which citation format should be used and what the guidelines are for the department.

Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical behavior:

- Plagiarism is using another person's words or ideas without giving proper credit to that person or giving the impression that another person's work is the student's own work.
- Any form of cheating on examinations.
- Falsifying information for any assignments.
- Submitting an assignment that was partially or wholly completed by another person.
- Copying work or written text from another student, the internet, or any document without giving due credit to the source of the information.
- Submitting an assignment for more than one class without enhancing and refining the assignment and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional material and also to submit the original assignment for comparison purposes.
- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include, but is not limited to, providing an assignment to another student to submit as his/her own work or allowing another student to copy answers to any test, examination, or assignment.

In essence, plagiarism is the theft of someone else's ideas and/or work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

A discussion thread, Excel spreadsheet, PowerPoint presentation, and other similar work produced to satisfy a course requirement are, like a paper, expected to be the original work of the student submitting them. Copying documentation from another student or from any other source without proper citation is a form of academic dishonesty, as is producing work substantially from the work of another. Students must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted coursework. Students also are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the internet.

CalPac Disciplinary Action for Plagiarism/Cheating

In the unfortunate event that the honor code is broken or plagiarism is uncovered in any or multiple courses during the student's time at CalPac, steps will be taken to address the infraction(s).

Consequences:

First Offense:

- Student may redo the assignment within one week (if submitted prior to final's week). If 31% or higher of the original assignment was plagiarized or unoriginal then the student may not earn a grade higher than 70% on the redone assignment. If 30% or less of the original assignment was plagiarized, then 20% of the grade will be deducted from the redone assignment's final grade.
- Regardless of percentage of plagiarism, if the assignment is not redone, the student will receive a zero on the submitted assignment.

- Telephone conference with the instructor, Guidance Counselor, student, parent, and Department Chair.
- Notification sent to the School Administrator.

Second Offense:

- Grade of zero for the assignment; assignment may not be redone.
- Telephone conference with the instructor, Guidance Counselor, student, parent, and Department Chair.
- Notification sent to the School Administrator.

Third Offense:

- Failure grade in the course in which the third offense occurred, regardless of which course the first two offenses occurred.
- Telephone conference with the instructor, Guidance Counselor, student, parent, and administrator.
- Related education records, including disciplinary records, may be provided to colleges or other school districts where the student seeks to enroll or transfer as permitted in accordance with applicable law.

Fourth Offense:

- Telephone conference with the instructor, Guidance Counselor, student, parent, and administrator.
- Related education records, including disciplinary records, may be provided to colleges or other school districts where the student seeks to enroll or transfer as permitted in accordance with applicable law.
- Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

Special Education Students

If the at-risk student is an identified Special Education student, including a **student with an IEP**, teacher will contact the Special Education Department and comply with all provisions of applicable law in addressing any student conduct concerns, including plagiarism.

Grievance Procedure:

The following procedure is established to ensure that students' grievances are addressed fairly by the appropriate persons in a timely manner. The school prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

If a student is accused of plagiarism, cheating or other forms of academic dishonesty and the parent/student disagrees:

- The student and parent/guardian will address the school administrator in writing with the reason for the grievance, including why they believe the accusation is not accurate/appropriate.
- The school administrator will investigate and respond with a written determination within ten (10) working days
- If the concern or grievance is not resolved, the student and parent/guardian may, within ten (10) working days, request a review with the governing board. The board shall

investigate and respond to the student and parent/guardian within ten (10) school days after the review. The decision of the board will be accomplished by the vote of a simple majority and the decision is final.

School Policies/Procedures/Regulations

Harassment and Cyber Bullying

CalPac expects all students to use electronic communications in a responsible, ethical, and legal manner in order to ensure that offensive, harassing or other communication jeopardizing the integrity of CalPac has not been made available to other students.

By accepting the invitation to IM you are agreeing that you will use the IM properly for school, will communicate with faculty and students appropriately, and will not partake in cyber-bullying or any form of harassment.

In communicating via email or in Live Sessions you are agreeing that you will use the email or chatting properly for school, will communicate with faculty and students appropriately, and will not partake in cyber-bullying or any form of harassment.

Harassment and cyber-bullying of or by students or teachers will not be tolerated in the online environment. Harassment is defined as unwanted conduct based on protected class (e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation).

Cyber-bullying, sometimes called electronic bullying, is defined as the use of electronic communications (i.e., email, chat rooms, instant messaging, cell phones, threaded discussions, websites, or other electronic communication) to bully others. Specifically, this can include threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others.

Offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status.

Harassment and cyber-bullying are actions that present situations that interfere with school success and/or create a hostile environment.

Steps for Students to Follow

Students who believe that they are victims of cyber-bullying or harassment should follow the steps below:

- Do not respond to the person accused of harassment or cyber-bullying.
- Document specific instances of cyber-bullying or harassment (i.e., keep a record of abusive correspondences and save the documents or communications).
- If the abusive communication is from another student and occurs as part of coursework (i.e., as part of any class activity such as a threaded discussion, Live Session, or group assignment), report the situation to the teacher and send the teacher the documentation. (See Appendix for form.)
- If the abusive communication is from another student and occurs in any other school setting (i.e., not as part of a specific class), report the situation to the Guidance Counselor and send the Guidance Counselor the documentation. (See Appendix for form.)

- If the abusive communication is from a staff member, report the situation to the School Administrator.
- If the abusive communication is from the School Administrator, report the situation to the Guidance Counselor who will report it to the Executive Director.

Administrative Action Plan

When a student reports an incident of cyber-bullying or harassment to a teacher:

- The teacher will collect and review documentation if the abusive communication occurs as part of coursework.
- The teacher will discuss the incident with the accused student and decide if the incident warrants a loss of points in the course and/or referral to the School Administrator. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.
- The teacher will warn the student about possible expulsion for repeated offenses.
- The teacher will arrange a parent conference to discuss the matter.
- If the student is referred to the School Administrator, the student may be a candidate for expulsion.

When a student reports an incident of cyber-bullying or harassment to a Guidance Counselor:

- The Guidance Counselor will collect and receive documentation if the abusive communication occurs in any other school setting (i.e., not as part of a specific class).
- The Guidance Counselor will discuss the incident with the accused student and decide if the incident warrants referral to the School Administrator. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.
- The teacher will warn the student about possible expulsion for repeated offenses.
- The teacher will arrange a parent conference to discuss the matter.
- If the student is referred to the School Administrator, the student may be a candidate for expulsion.

When a student reports an incident of cyber-bullying or harassment by a staff member to the School Administrator or Executive Director that person will discuss the incident with the accused and will take necessary actions in accordance with law to address the complaint.

Disciplinary Action for Students Engaging in Harassment or Cyber-Bullying

Students who are found engaging in harassing or bullying behavior

- may lose points for coursework.
- will have a parent conference scheduled to discuss the matter.
- will receive a warning about possible expulsion for a repeated offense.
- will be candidates for discipline, including suspension or expulsion dependent on the severity or frequency of the offense.

Staff Member Responsibilities for the Harassment or Cyber-Bullying Policy:

- Teachers and/or Guidance Counselors collect and review documentation and discuss the incident(s) with the student.
- Teachers and/or Guidance Counselors record the documentation in the student's electronic file.
- Teachers and/or Guidance Counselors arrange a parent conference to discuss the matter.

- Teachers and/or Guidance Counselors warn the student about possible expulsion.

School Administrator initiates administrative expulsions as described above.

Civility Policy

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct includes, but is not limited to:

- using an inappropriately loud voice;
- using profane, vulgar, or obscene words or gestures;
- belittling, jeering, or taunting;
- using personal epithets;
- using violent or aggressive gestures or body-language;
- repeatedly and inappropriately interrupting another speaker;
- repeatedly demanding personal attention at inappropriate times;
- purposefully and inappropriately invading personal space;
- purposefully ignoring appropriate communications;
- wrongfully interfering with another person's freedom of movement;
- wrongfully invading another person's private possessions; or;
- any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. **Communicate** - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. **End Activity/Meeting** - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. **Referral** - The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how he/she responded.
4. **Determination** - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Suicide Prevention Policy

Prior to the 2017-2018 school year, charter schools serving students in grades 7-12 are required to adopt a student suicide prevention policy in consultation with school and community stakeholders and others.

Protecting the health and well-being of all students is of utmost importance to our school. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with him or her. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaison.
2. The school has designated a suicide prevention coordinator to serve as a point of contact for school staff to communicate with when students are in crisis and are in need of referrals to the appropriate resources for support.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - [The National Suicide Prevention Lifeline](#) –1.800.273.8255 (TALK),
 - The Trevor Lifeline – 1.866.488.7386, [The Trevor Project](#)
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For a more detailed review of the school policy, please see our full comprehensive suicide prevention policy.

This policy has been developed and adapted from the "Model School District Policy on Suicide Prevention," which is a resource that outlines comprehensive model policies and best practices for schools to follow to protect the health and safety of all students. This resource was developed by examining strong local policies, ensuring that they are in line with the latest research in the field of suicide prevention, and identifying best practices for a national framework.

Acceptable Use Policy

CalPac provides technology resources to its students solely for educational purposes. Through technology, CalPac provides access for students and staff to unlimited resources. Expanding technologies provide tremendous opportunities for enhancing, extending, and rethinking the learning process. The goal in providing these resources

is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of the parent and credentialed teacher.

With this access brings the potential exposure to material that may not hold educational value, or may be harmful or disruptive to the student's learning experience.

The purpose of this policy is to ensure that student internet access on school owned computers will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school.

All computer equipment, programs, supporting materials, and peripherals of any nature which the student receives from the school are loaned to the student for educational purposes only and belong to the school. As a condition of receiving and using any such equipment, the student and student's parents acknowledge that there is no right of or expectation of privacy whatsoever related to the student's use of such equipment. The school retains the right to monitor, at all times, Internet/computer activity accessed by this equipment, review any material stored in files on such equipment, edit or remove any material which the school staff, in its sole discretion, believes violates the above standards, and terminate the Internet/Computer Agreement of any persons violating the conditions set forth in this policy.

Information services such as online educational resources provided by school may occasionally require new registration and account information to continue the service. This will require the School to give out certain portions of student's personal information to one or more 3rd party vendor(s) required for this requested service, such as logon information, etc. Student and parent's signatures of this policy and use of said computer equipment or school-provided online resources indicate specific consent to such release of personal information.

Students using the Internet shall be closely supervised by the parent. Students and their parents are ultimately responsible for the materials accessed through the use of student Internet accounts. Parents or guardians will be responsible for the supervision of students using the internet.

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

- 1) Devising or executing any scheme or artifice to defraud or extort or,
 - 2) Wrongfully control or obtain money, property, or data.
 - 3) Knowingly accesses and without permission adds, alters, damages, deletes, or destroys any data, computer software, or computer programs which reside or exist internal or external to a computer, computer system, or computer network.
 - 4) Knowingly and without permission accesses or causes to be accessed any computer, computer system, or computer network
 - 5) Knowingly introduces any computer contaminant into any computer, computer system, or computer network.
- Anyone committing acts of this kind, or any other actions prohibited by law with school owned computers and/or equipment will face legal action and disciplinary procedures.

It is the intent of this policy to protect students from inappropriate information. However, the staff cannot screen all of the materials available on the Internet. Willful access to inappropriate material in any form by students as well as the importation of any material from "outside sources" on school owned computers and/or equipment is a violation of this policy and may result in disciplinary action including, but not limited to, the revocation of School-provided computer and/or equipment and/or discipline, up to and including, expulsion of the student. Students, staff and parents hold a joint responsibility to insure that inappropriate material is not displayed or available on any computer.

Parents/guardians will teach the student about Internet safety, including how to protect online privacy and how to avoid online predators using resources such as materials available at: <http://www.digitalcitizenship.net>. CalPac has also adopted internet safety policies in accordance with applicable law, including the Children's Internet Protection Act, which will be provided to parents/guardians.

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

The following characterize, but do not exhaustively list all unacceptable behavior:

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

Consequences of non-compliance

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

- 1) Suspension of school funded Internet access
- 2) Revocation of school funded Internet access
- 3) Limitations of school funded computer access
- 4) Revocation of school funded computer access
- 5) Disciplinary processes up to expulsion or involuntary withdrawal
- 6) Legal action and prosecution
- 7) Financial liability for loss of Internet/computer system

The parent/guardian is responsible to abide by and to ensure the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, the revoking of the user account, and appropriate legal action.

The parent/guardian is also responsible to report any misuse of the information system to school administration. All the rules of conduct described in the publication entitled "Internet/Computer Acceptable Use Regulations" apply when on the Internet or using the school-owned computer.

Substance Abuse

The abuse of controlled substances (e.g., alcohol, illicit drugs) has no place in the school learning environment. Students are expected to refrain from behaviors that may negatively impact their academic performance. Teachers who believe students have engaged in such behaviors will contact the School Administrator. The School Administrator will investigate the situation and if warranted, will report this to the student's parent/guardian(s). The School Administrator may refer students to counseling, and if warranted, to law enforcement.

Suspension/Expulsion Procedures

The school reserves the right to suspend or expel students pursuant to the policy and procedures established by the governing board and pursuant to federal and state law. Frequent interaction among students, and between students and faculty, will occur mostly online via one-to-one and collaborative communication tools, or monthly Learning Period (LP) meetings. These participants may also interact from time to time during fieldtrips and proctored testing events. The school has disciplinary procedures for student academic, interpersonal, and internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to CalPac policies that establish:

- expectations for civil and courteous student behavior.
- a process for investigating violations or alleged violations of same.
- any lawful penalties or interventions to be imposed as a result.

Academic Integrity, Harassment and Cyber-Bullying, Acceptable Use, and Substance Abuse are discussed in sections above. These are clearly defined, and expectations and penalties are clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

Grounds for Suspension or Expulsion

Suspension/Expulsion Procedures

For CalPac students within the Acton Agua Dulce Unified School District, the applicable suspension and expulsion policy and procedure is set forth in the terms of the charter between Community Collaborative Charter School and Acton Agua Dulce Unified School District. Copies of the charter petition can be supplied upon request.

For CalPac Academy students within the Warner Unified School District, the applicable suspension and expulsion policy and procedure is set forth in the terms of the charter between California Pacific Charter School and Warner Unified School District. Copies of the charter petition can be supplied upon request.

As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

For students who seek admission at CalPac within the Acton Agua Dulce Unified School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel (which shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Community Collaborative Charter School's governing board). This decision will follow a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination.

For students who seek admission at CalPac within the Warner Unified School District, the decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the governing board following a meeting with the Executive Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the governing board following the meeting regarding his or her determination.

Student Privacy (FERPA)

CalPac abides by the student privacy guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). As a result, the names of students, their images, and their coursework will not be published on the CalPac website or in videos without student and parent/guardian consent.

Students also should be aware that teachers and other school staff are required by law to report any suspected child abuse or neglect to the California Child Protective Service at <http://www.dss.cahwnet.gov/cfsweb/>. While confidentiality of conversations may be limited due to this requirement, students should understand that their safety is of paramount importance to all school staff members, and students may rely on assistance where warranted.

Anti-Discrimination

CalPac is non-sectarian in its programs, admissions policies, employment practices, and all other operations. CalPac does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, or disability as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

Testing

Final Exams

All students are required to take final examinations in all courses. Students may not "test out" of courses by only taking a final examination. At no time will a student be given credit for a course for which only a final examination was submitted.

In order to validate the integrity of the assessment process, some final semester exams at CalPac must be proctored in person by a qualified professional (e.g., a school teacher, administrator, counselor, or paraprofessional who fulfills an instructional role, such as a librarian, university personnel, or test center administrator).

Following are the options for having your core course final exams proctored. Students will be asked to respond to the school with their choice of option no later than four (4) weeks prior to the end of the semester.

Option 1 – Attend a scheduled school testing session via webcam

Students may request an appointment for the regularly-scheduled testing session to access a school proctor via webcam. There may be a limit to the number of webcam proctoring sessions that can be conducted at one time. Students utilizing a webcam for proctoring purposes must complete each exam in a single sitting (breaks are permitted between exams).

Option 2 – Register an approved proctor

Students may register a qualified proctor with the school prior to taking the exam at a time and location of the student's choosing. Proctors must be registered and approved at least three (3) business days prior to the release of the exam password. Proctor Approval Forms are available from CalPac.

If a student requests to take a final exam early, he/she must be directed to the Guidance Counselor and the administration. A student may not take a final exam early unless it is approved by the School Administrator. For consideration the following criteria need to be met:

- A valid reason, such as student is transferring to another school.
- The student must have at least a 60% in the class.
- The student needs to have completed a minimum of 60% of the work product of the course, or in accordance of what is deemed satisfactory by the teacher.

The student must have parental approval and make the request via the Guidance Counselor, not to the School Administrator directly, who will review the student's overall progress prior to forwarding it to the School Administrator.

Standardized Testing

****Please refer to the school calendar for exact dates each year. Please also remember that results and attendance from all state testings are directly tied to school funding per recent LCFF legislation and are an integral part in maintaining partnerships with our chartering school districts.**

ELPAC (California English Language Development Test):

Grades K-12 (All newly enrolled students whose primary language is not English and all continuing students who are not reclassified as fluent-English proficient): Students in kindergarten through grade twelve whose home language is not English are required by law to take an English skills test. In California, the test is called the ELPAC. This test helps schools identify students who need to improve their skills in listening, speaking, reading, and writing in English. Schools also give the test each year to students who are still learning English.

CAST (CA Science Test):

Grades 5, 8 and 10: The CSTs are developed by California educators and test developers specifically for California. They measure students' progress toward achieving California's state-adopted academic content standards science, which describe what students should know and be able to do in each grade and subject tested.

SBAC (Smarter Balanced Assessment):

Grades 3-8 and 11: The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do in English and Math. The Summative Assessments are comprehensive end of year assessments, aligned with the Common Core State Standards, that measure progress toward college and career readiness.

PFT (Physical Fitness Test):

Grades 5, 7, 9: The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity. Students in grades five, seven, and nine take the fitness test. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents.

SAT/ACT

The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) and the American College Testing Program (ACT) are standardized tests for college admissions. Most colleges in America accept the SAT or Subject Tests as a part of their admissions process. The ACT test assesses high school students' general educational development and their ability to complete college-level work. Students register for and attend these tests independent of CalPac.

PSAT/NMSQT

The Preliminary SAT®/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives you a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Administrators and teachers are cognizant of testing schedules, so they can assist students by providing appropriate information. Students register for and attend these tests independent of CalPac.

Assessment Schedule

CAST and SBAC: There is a 25-day window for each school, program, and track. The window may be comprised of the 12 days before and 12 days after the day on which 85% of the instructional year is completed. All regular and make-up testing must be completed within the 25-day window.

ELPAC: Annually July 1-October 31 and upon admission for ELL students initially enrolled throughout the year.

PFT: The designated testing window for administration of the Physical Fitness Test is March through May.

Contact Information and Communication Policy

Email Accounts

A valid, working email account and phone number is required for all students and parents. If a student's or guardian's email address, mailing address, IM address, or phone number changes it must be updated with the Guidance Counselor or Education Specialist (ES) within five (5) business days.

CalPac does not supply student email accounts but recommends that students and parents/guardians supply separate addresses for communication. Students who need a separate email account from their parents/guardians can sign up for a free account with Yahoo, Gmail, Hotmail, or AOL. Please note, however, that CalPac does not have any relationship with these third parties, and is not responsible for the availability or content of marketing or other materials on the above third parties' websites. The providers of the websites may discontinue their free programs at any time at their discretion.

- CalPac students are expected to contact their teachers on a weekly basis through IM, email or phone.
- CalPac students/parents are expected to meet with their ES's each reporting period (every 20 school days).
- All students must have a school appropriate email address.

Google Chat Account

CalPac students may use Google chat as a method of communication with teachers. In all school interactions you are agreeing that you will use the chat properly for school, will communicate with faculty and students appropriately, and will not partake in cyber-bullying or any form of harassment.

Tone of Contact

Students and parents/guardians must use school appropriate language in communication with CalPac employees and peers. Students will not partake in cyber-bullying or any form of harassment. Students should strive to use appropriate grammar and capitalization in their communications.

Authorized Contacts

At the time of enrollment, a student's parent/guardian is asked to approve any contacts that have authorization to receive performance information about the student. Individuals with authorization are responsible for maintaining current contact information with the school. In accordance with FERPA law, school officials are only authorized to speak to parents/guardians listed at the time of enrollment.

School Communication Responsibilities

Email or voicemail sent to administrative personnel Monday through Thursday between 9:00 am and 6:00 pm Pacific Time (PT) will be addressed within twenty-four (24) hours of the time it was sent. Email or voicemail sent between 9:00 am and 6:00 pm PT the day before a weekend or holiday will be addressed on the next business day. Email or voicemail sent during non-office hours will be addressed

within twenty-four (24) hours of the beginning of the following business day. Department chairs and teachers will post their individual office hours on their course announcement pages and in their email signatures.

All submitted coursework will be graded within forty-eight (48) hours on business days, provided it is submitted on the appropriate due date. Longer written assignments such as essays and research papers may take up to a week from the submission date to be returned. Work submitted on Saturday or Sunday will be returned no later than the end of posted office hours on Tuesday, and work submitted Friday during school hours will be returned by the end of the posted office hours on Monday (or the next business day during school holidays). Students should keep this schedule in mind when submitting work to ensure sufficient time is provided for feedback.

Students who submit large quantities of assignments to a single instructor in a given day should not expect feedback within forty-eight (48) hours for more than one week's work of work. Assignments will be returned in the order that they are scheduled for completion, not necessarily in the order that they were submitted.

Teachers who are scheduled to be away during regularly scheduled office hours (for professional meetings or vacation) will post the dates and times of those interruptions at least forty-eight (48) hours in advance and will offer alternative contact information for academic assistance. Unanticipated absences due to illness or other emergencies will be reported to the School Administrator, who will find suitable alternatives for assistance. In cases of unanticipated absences, coursework may take longer to be graded.

Technical Support

Technical Requirements

Coursework at CalPac is completely online. All students must have a computer, internet service, and a printer. Outlined below are minimum technical requirements.

PC Users

- Processor: 1.3 GHz (or faster) (Intel or AMD Processors)
- Memory: 256 MB RAM (512 MB or more recommended)
- Operating System: Microsoft Windows XP with Service Pack 2 or 3, Windows Vista supported
- Browser: Firefox 2 (or higher)
- Software: Microsoft Office 2003 (or higher) Student and Teacher Edition or Standard Edition minimum
- Shockwave Player 8.5 (or higher) www.adobe.com
- Windows Media Player 10 (or higher) www.microsoft.com

Mac Users

- Processor: 1.6 GHz G5 PowerPC (or faster) or Intel Core Solo Processor (or faster)
- Memory: 512 MB RAM minimum (1GB recommended)
- Operating System: MacOSX 10.4 (Tiger) (or later)
- Browser: Firefox 2 (or higher)
- Software: Microsoft Office 2004 (or later) (Word, Excel, and PowerPoint)
- Shockwave Player 8.5 (or higher) (Full Version 11 or higher for Intel Macs) www.adobe.com
- Flip4Mac 2.2 www.flip4mac.com

General Requirements

- Internet: 56K dial-up minimum (DSL or cable is highly recommended)
- 40 GB hard drive (or larger)
- A current antivirus program
- Monitor: 1074x768 resolution (or greater) and 16-bit high color (or greater)
- Audio: soundcard with speakers/headphones
- CD ROM (CD-R for saving files or a USB storage device recommended)
- Dial-up, DSL, or cable internet service provider (ISP) account including a valid email address
- Java 2 Runtime Environment www.java.com
- Flash Player 9 (or higher) www.adobe.com
- Adobe Acrobat Reader 8 (or higher) www.adobe.com
- Browser Settings:
 - Pop-up blocking disabled
 - JavaScript enabled
- Some courses will have specific software requirements; please review the syllabus for each course
- Review your Handbook regarding free downloads and file sharing practices discouraged for the performance of your computer.

**Please note that CalPac does not have any relationship with the hardware manufacturers, software publishers, and websites listed on this page. CalPac is not responsible for the availability or content of marketing or other materials on the above third party websites. The providers of the websites may discontinue their free programs at any time at their discretion.*

Students are fully responsible for removing file-sharing programs and correcting any effects caused by these programs. Use of such programs in violation of the intellectual property rights of others is a violation of CalPac Acceptable Use Policy and may violate the laws of the United States. This may subject students to removal from CalPac course(s) as well as other disciplinary or legal action more fully described in the Acceptable Use Policy and/or applicable laws.

Failure to remove these programs may result in the inability to access courses and complete assignments. CalPac will provide directions regarding the removal of file-sharing programs, which may interfere with course access. Despite the presence of any technological problems, students are expected to maintain their pace in all of their courses. Students are responsible for seeking alternative methods of accessing their courses because time extensions will not be granted.

Technical Assistance

CalPac offers both online and phone support for technical difficulties experienced in the functioning of the online courses. For assistance, contact Click Consulting.

General Support/Laptop/Software – 800-983-3151 or support@cal-pacs.org

Extra-Curricular Activities and Organizations

Clubs

Students may participate in school extracurricular activities. Please contact your Guidance Counselor for the full list of clubs at your school, as well as the procedure for nominating new clubs. Clubs are held online and are open to any CalPac student.

Field Trips

CalPac offers field trip opportunities to currently enrolled students and their families. They are not required, and CalPac does not provide transportation to and from these events. California Education Code Section 35330(d) provides that all persons participating in an excursion shall be deemed to have waived all claims against CalPac for injury, illness or death occurring during or by reason of an excursion.

Parent Advisory Committee

CalPac sponsors a Parent Advisory Committee (PAC). The PAC will serve to share information from the school to the parent community, invite feedback and ideas from the parents to the school, and involve students in the school conversation. Parents are encouraged to participate.

Student Handbook Acknowledgement Form

The Student Handbook describes important information about CalPac. Because the information, policies, and benefits described herein are subject to change, I acknowledge that revisions to the Handbook may occur.

My parents/guardian(s) and I acknowledge that we have received a copy of the CalPac Student Handbook. I acknowledge that I will abide by the guidelines and policies contained therein. In addition, I understand the policies and procedures related to plagiarism. I agree to uphold the standards set forth in the academic integrity policy. **I have read and understand the importance of attending state testing in person.** I also understand that submission of this form indicates that my parents/guardian(s) and I have reviewed the contents of this document.

Complete the signature section below and return this page.

Mail:

CalPac

1200 Quail Street, Suite 250

Newport Beach, CA 92660

PARENT/GUARDIAN NAME (Please Print)

STUDENT NAME (Please Print)

SIGNATURE

SIGNATURE

DATE

DATE