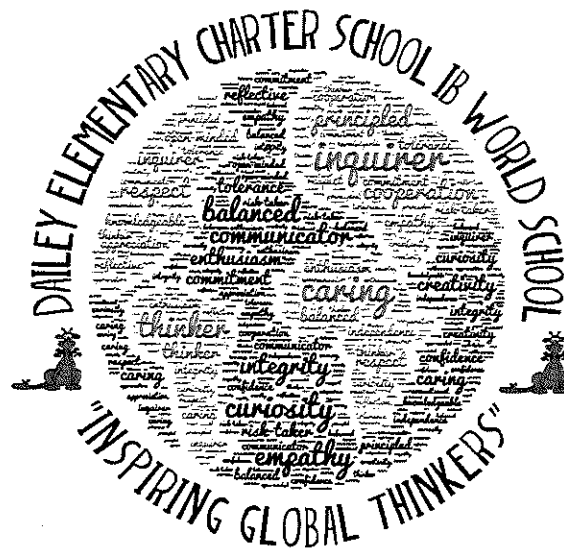


DAILEY ELEMENTARY CHARTER SCHOOL

An International Baccalaureate School

PARENT – STUDENT HANDBOOK 2022 -2023



3135 N. Harrison Avenue

Fresno, CA 93704



@DailleyCharter1



Website: <http://fics.us/dailey>

Phone: 559-248-7060 Attendance: 559-248-7067 Fax: 559-248-7068

QUICK GLANCE OF HELPFUL INFORMATION

- ✓ Obey traffic laws and be respectful of our neighborhood. Please do not block or park in driveways.
- ✓ Parking lot is for staff members only.
- ✓ Arrive no later than 7:50 a.m. to ensure that your student is not tardy.
- ✓ Call the attendance line at 248-7067 every day your student is absent. You may email the office staff at Catherine.donato1@fresnounified.org.
- ✓ Notify the teacher and office in advance if your student has an appointment so we can have them ready for you.
- ✓ Label your student's belongings with their name (jackets, lunch box, water bottle, etc.)
- ✓ Health office does not have a School Nurse. Office staff is First Aid and CPR trained.
- ✓ All medications, including over the counter, must have a Medication Order.
- ✓ Provide healthy snacks for all recess breaks
 - Kindergarten – 1 recess
 - 1st – 5th – 2 recesses
- ✓ Birthday celebrations must be coordinated with the teacher in advance and must be peanut free. All food items must be individually packaged and cannot be homemade. Please do not send items that need to be refrigerated or kept frozen. Flowers and balloons are not allowed at school. Celebrations are the last 15 minutes of the day.
- ✓ Late lunch drop-off can be delivered to the cafeteria stage.
- ✓ EduText is available for 3rd – 5th grade parents (2nd grade is available in January).
 - Text your Parent PIN to 28527 and hit send for access.
- ✓ ATLAS Parent Portal is available for 1st – 5th grade students.
- ✓ Parent Square for school communication.
- ✓ Do not send students to school if they are not feeling well or have been exposed to COVID-19.

TABLE OF CONTENTS

QUICK GLANCE OF HELPFUL INFORMATION.....	1
SCHOOL CONTACT INFORMATION.....	7
SCHOOL MAP.....	10
UNIFORM DRESS CODE POLICY 2020-2021.....	11
DAILEY ELEMENTARY CHARTER SCHOOL MISSION STATEMENT.....	13
LEARNER PROFILE.....	15
INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM.....	16
OPERATIONAL INFORMATION.....	17
Arrival Overview.....	17
Dismissal Overview.....	18
Loading Zone.....	18
Parking.....	18
Staff Parking Lot.....	18
Front Gate Dismissal Procedures.....	18
Back Gate Dismissal Procedures.....	19
Food Services.....	19
Breakfast.....	19
Lunch.....	19
Meal Accommodations.....	19
Snacks.....	20
Homework Policy.....	20
Academic Support.....	20
Personal Possessions.....	20
Lost and Found.....	20
Supplies / Textbooks.....	20
Attendance Summary.....	21
Tardies.....	24
Appointments.....	25
Independent Study.....	25
Student Records.....	25
PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS.....	26
Copies of Education Records.....	26
Foster Youth.....	26
Education for Homeless Children and Youth Policy.....	27

Know your Educational Rights	28
ENROLLMENT AND HEALTH REQUIREMENTS.....	28
Minimum Age of Admissions	28
Emergency Information.....	28
First Grade Physical Examination Requirement.....	29
HEALTH ASSESSMENTS	29
Vision, Hearing, and Dental Screening	29
Oral Health Assessment Requirement.....	29
Health Screening Reporting	29
Immunizations	29
Immunization Exclusion.....	30
Health Office	30
Fever Policy	30
Lice or Nits	30
Student Medication at School	30
Exclusion Due to Infectious Disease.....	31
Hotlines to Answer Questions and Provide Referrals.....	32
•..... Mental Health Youth Services: 453-8918	32
•..... Department of Behavior Health: 600-9180	32
•..... National Suicide Prevention: 1-800-273-8255 (hotline)	32
•..... Youth America Hotline (Counseling for Teens by Teens): 1-877-968-8454	32
•..... Youth Crisis Line: 1-800-222-1222	32
•..... Trevor Lifeline: 1-866-488-7386	32
•..... National Hopeline Network (Suicide Prevention) 1-877-235-4525	32
Counseling/Support Services.....	32
•..... Marjorie Mason Center: 237-4706	32
•..... Rape Counseling Services of Fresno: 222-7273	32
•..... Child Protective Services (Fresno): 255-8320	32

•.....	National Runaway Switchboard: 1-800-786-2829	32
•.....	Sanctuary: 489-8543 Hotline: 1-800-820-4968	32
•.....	Fresno Family Counseling: 229-3085	32
•.....	Substance Abuse: Fresno NEW Connection: 248-1548	32
STUDENT BEHAVIOR AND DISCIPLINE		32
The Dailey Way		32
School Wide Behavior System		36
Behavior Plan		37
Student Procedures.....		37
Playground Rules		38
SCHOOL SAFETY		39
Locked Gates.....		39
Lock Down/Fire Drills, and Earthquake Preparedness Drills		39
Emergency Cards.....		39
Emergency and Crisis Information		39
Civility Policy		40
Student Safety		40
School Events		40
Harassment, Intimidation, Discrimination, and Bullying.....		41
Nondiscrimination Statement		41
Technology Usage.....		43
Educational Purpose		43
Notice and Use		43
Safety.....		43
Acceptable Use Agreement		44
CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)		45
CAASPP Testing Dates.....		46
CAASPP Program		46
Recently-Arrived English Learners.....		46
Students with Exceptional Needs		46
California Science Test.....		46
CAASPP – Parent Right to Exempt.....		46
English Language Proficiency Assessments for California (ELPAC)		46

SERVICES TO ENGLISH LEARNERS.....	46
Assessment Requirements For English Learner (EL) Students.....	47
State Testing Required For English Learner Students	47
Reclassification of English Language Learners.....	47
SPECIAL EDUCATION AND SECTION 504.....	47
Child Find.....	47
Section 504 of the 1973 Rehabilitation Act	48
PARENT INVOLVEMENT / SUPPORT	49
Parent Involvement.....	49
Parent Visitation and Volunteering.....	49
Volunteering	49
Visitation	50
Parent Volunteer Committee	51
Room Parents	51
EduText/ATLAS.....	51
Donations.....	52
Fundraising	52
GENERAL INFORMATION.....	52
Classroom Celebrations.....	52
Birthdays	52
Student Gifts	52
Student Placement	52
Field Trips	52
Off Campus	53
Bicycles at School	53
Student Use of the Telephone	53
Leaving Dailey Charter.....	53
Student Fees	53
RIGHTS AND RESPONSIBILITIES	54
Rights of Students	54
Responsibility of Students	54
Rights of Parents/Guardians.....	54
Responsibility of Parents/Guardians.....	55
Rights of Teachers	55
Responsibilities of Teachers	55
Right of Administrators.....	55

Responsibilities of Administrators.....	55
POLICIES / EXPECTATIONS.....	56
General Complaints Policy.....	56
Universal Complaint Policy.....	56
Communication Guidelines.....	56
Uniform Dress Code Policy.....	56
School Vandalism.....	56
IB Policies.....	57
Board Policies.....	57
5013 Independent Study.....	57
5006– Attendance.....	58
Nondiscrimination Statement.....	61
5019 – Suspension and Expulsion Policy and Procedures.....	62
General Complaints.....	74
Student Health and Wellness Resources.....	75

SCHOOL CONTACT INFORMATION

Fresno Innovative Charter School, Inc. * Dailey Elementary Charter School

3135 N. Harrison Ave, Fresno, CA 93704

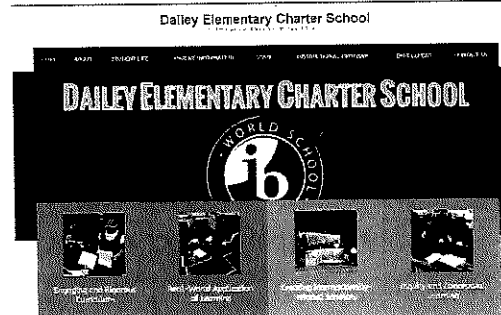
Office: (559) 248-7060 * Fax: (559) 248-7068 *Website: <http://fics.us/dailey>

DAILEY CHARTER SOCIAL MEDIA & WEBSITE

Dailey Charter Website:

<http://fics.us/dailey/>

- Program Information
- Dress Code Policy and Information
- Enrollment
- Classroom Pages
- School Calendar
- School Events
- Pay for events online
- Parent resources to support learning



Parent Square:

- School Communication
- Teacher Communication
- Sign-ups
- Newsletter
- School Calendar

Social Media Accounts (Twitter, Instagram, Facebook, TikTok):

- School Events
- Classroom Learning
- Reminders
- Important Announcements

School Sponsored Social Media Accounts:

- Dailey Charter Twitter (@daileycharter1)
- Dailey Charter Instagram (@daileycharter1)
- Dailey Charter TikTok (daileycharter1)
- Dailey Charter Facebook (www.facebook.com/daileycharter1)
- Dailey Charter PVC (www.facebook.com/DaileyPVC)

These are the only school supported Facebook pages. Any other pages do not have permission, alignment, or support of Dailey Charter.



SCHEDULES AND IMPORTANT DATES

Daily Schedule

Kindergarten
7:55 a.m. - 1:30 p.m.

First - Fifth Grade
7:55 a.m. - 3:30 p.m.

9:30 a.m. - 9:50 a.m.	Kindergarten, Second, Fourth Grade Recess
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10:00 a.m. - 10:20 a.m.	First, Third, Fifth Grade Recess
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11:00 a.m. - 11:40 a.m.
Kindergarten, Second, Fourth Grade Lunch

11:00 a.m. - 11:20 a.m.	Kindergarten, 2nd and 4th Grade Eat
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11:20 a.m. - 11:40 a.m.	Kindergarten, 2nd and 4th Grade Recess
-------------------------	--

11:50 a.m. - 12:30 p.m.
First, Third, Fifth Grade Lunch

11:50 a.m. - 12:10 p.m.	1st, 3rd, 5th Grade Eat
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12:10 p.m. - 12:30 p.m.	1st, 3rd, 5th Grade Recess
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1:50 p.m. - 2:05 p.m.	2nd & 4th Recess
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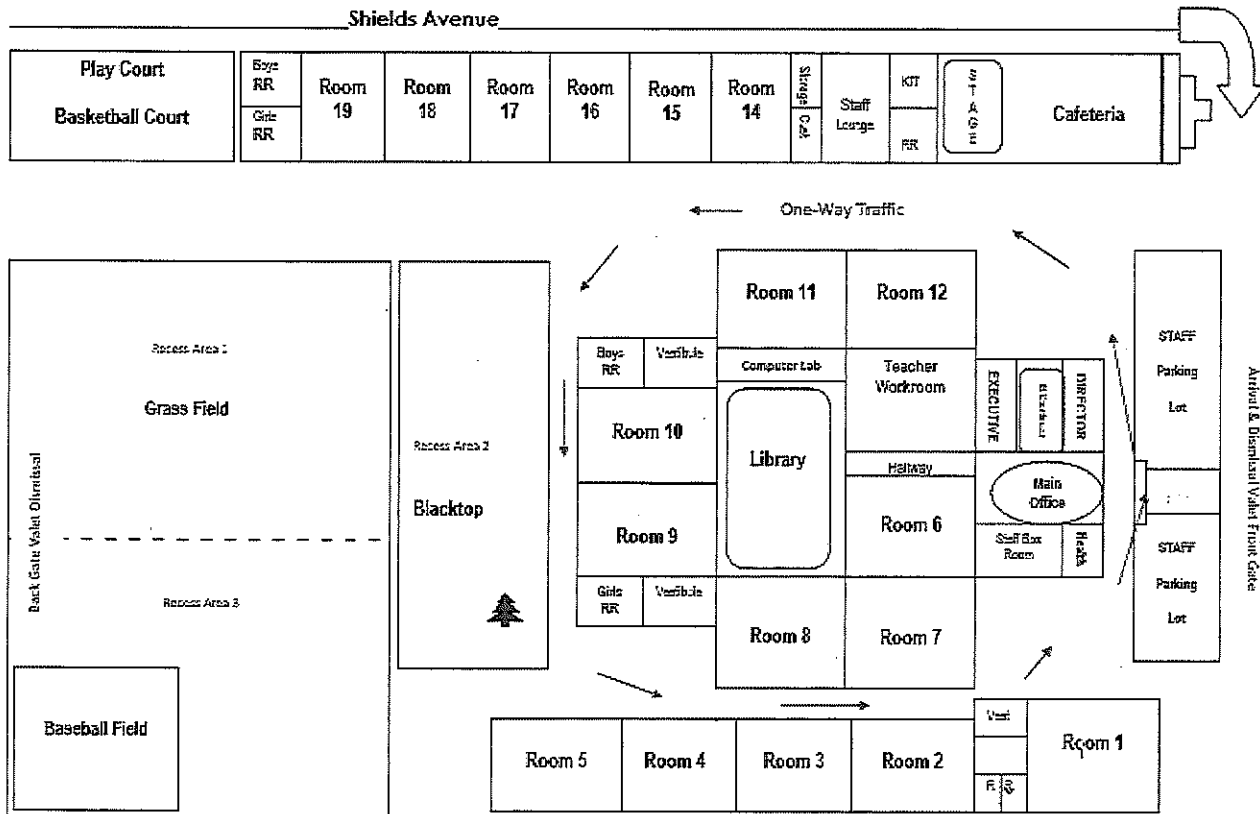
2:10 p.m. - 2:25 p.m.	1st, 3rd, 5th Recess
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IMPORTANT DATES TO REMEMBER

August	11	Back to School Night
	15	First Day of School
	30	FICS Board Meeting
September	5	No School – Holiday
	26	No School -Teacher Training
October	10-14	Student–Led Conferences 1:00 Dismissal (all week)
	21	School Event
	25	FICS Board Meeting
	31	1:00 Dismissal
November	11	No School Holiday
	18	Early Release 1:00 Dismissal
	21 st -25 th	No School – Thanksgiving Break
December	13	FICS Board Meeting
	15	Mid-Year Open House 5:30
	16	Early Release 1:00 Dismissal
	19 th -31 st	No School – Winter Break
January	2 nd -6 th	No School – Winter Break
	9	No School – Teacher Training
	10	School Resumes Open Enrollment Begins
	16	No School – Holiday
	26	Exhibition Parent Meeting LCAP Community Meeting
February	13	No School – Holiday
	17	Intent to Return Forms Due
	20	No School – Holiday
	21	FICS Board Meeting
March	6	No School - Teacher Training
	24	School Event
	31	Early Release 1:00 Dismissal
	3 rd -10 th	No School – Spring Break
	25	FICS Board Meeting
May	5	No School – Teacher Training Day
	26	Exhibition All Day Open House 5:30
	29	No School – Holiday
	30	FICS Board Meeting
June	2	Dailey Olympics Early Release 1:00 Dismissal
	8	Last Day of School 1:00 Dismissal
	13	FICS Board Meeting

SCHOOL MAP

DAILEY ELEMENTARY CHARTER SCHOOL



UNIFORM DRESS CODE POLICY

Dailey Elementary Charter School Uniform Dress Code Policy		
Purpose: Dailey Elementary Charter School upholds a school uniform policy to maintain a focus on the school being a work-place for students. The uniform policy also keeps students focused on learning rather than the labels of clothing and inappropriate clothing. The policy helps foster a sense of school pride and professionalism.		
Overall Dress Code Expectations	<ul style="list-style-type: none"> • Shirts tucked in (body check) • Clothing labeled with student name • All clothing must be solid/plain in dress code colors • Collared shirts worn at all times except for Friday • Dailey spirit shirts can be worn on Fridays only • All visible clothing must follow dress code colors 	
Tops	Meeting Expectation	Unacceptable <ul style="list-style-type: none"> • Incorrect color • Writing, labels, logos • Tears or rips • Team logos or insignias • Untucked shirts • Sweaters worn without a collared shirt • Hoods worn in buildings • Bright lining or trim that is visible • Athletic bottoms or sweats • Bottoms in sweat material • Pull over sweaters with hoods • 1 inch or higher heeled shoes • Jeans/jean material • Baggy, saggy, or tight fitted bottoms • Sparkles, lace, metal studs, or other decorations on any clothing or shoes • Colored hair or feathers • Mohawks, faux hawks, tails, or unusual razor cuts • Head wraps, crown headbands, or cat ears • Temporary tattoos • Fake fingernails • Ties • Fake Glasses • Jegging style pants • Smartwatches
<ul style="list-style-type: none"> • Navy Blue • White • Dark Forest Green • Dark Purple 	<ul style="list-style-type: none"> • Polo shirt or button down with collar • Short or long sleeve • Turtleneck / mock turtlenecks must be worn under a collared shirt • Undershirts must be in dress code colors (if wearing) 	
Sweaters	Meeting Expectation	
<ul style="list-style-type: none"> • Navy Blue • White • Dark Forest Green • Dark Purple 	<ul style="list-style-type: none"> • Solid / Plain • Cardigan, v-neck, crew neck, button down pull over • Hoods are acceptable • Worn as outerwear 	
Sweatshirts	Meeting Expectation	
<ul style="list-style-type: none"> • Navy Blue • White • Dark Forest Green • Dark Purple 	<ul style="list-style-type: none"> • Solid / Plain • Crew neck, pullover (without a hood), zipper with hood • Worn as outerwear 	
Coats	Meeting Expectation	
<ul style="list-style-type: none"> • Navy Blue • White • Dark Forest Green • Dark Purple • Black • Khaki (tan) 	<ul style="list-style-type: none"> • Solid / Plain • Solid colored lining in dress code colors • Hooded coats acceptable • Worn as outerwear • Fleece material acceptable 	
Bottoms	Meeting Expectation	
<ul style="list-style-type: none"> • Navy Blue • Khaki (tan) 	<ul style="list-style-type: none"> • Solid / Plain • Long pants, capris, walking shorts, skorts, skirts, jumpers, polo-type dress • Shorts, skorts, skirts, jumpers, and dresses must be 2 inches above the knee or longer • Worn as outerwear 	
Tights	Meeting Expectation	
<ul style="list-style-type: none"> • Navy Blue • White • Black 	<ul style="list-style-type: none"> • Solid / Plain • Tights, leggings, bike shorts/workout shorts • Worn under skirts, shorts, jumpers, or dresses 	

Parent/Guardian may be required to remedy the dress code requirement in order for students to be within the Uniform Dress Code Policy if loaners are not available.

Dailey Elementary Charter School
Uniform Dress Code Policy

Overall Dress Code Expectations	<ul style="list-style-type: none"> • Shirts tucked in (body check) • Clothing labeled with student name • All clothing must be solid/plain in dress code colors • Collared shirts worn at all times except for Friday • Dailey spirit shirts can be worn on Fridays only • All visible clothing must follow dress code colors
Socks	Meeting Expectation
<ul style="list-style-type: none"> • Navy Blue • White • Black • Khaki (tan) • Gray 	<ul style="list-style-type: none"> • Solid / Plain • Short or knee-high
Shoes	Meeting Expectation
<ul style="list-style-type: none"> • Navy Blue • White • Dark Forest Green • Dark Purple • Black • Tan/Brown 	<ul style="list-style-type: none"> • Solid / Plain • High or low top, basic sneakers, oxfords, short ankle boots (2" max from ankle) • Laces in dress code colors • Visible trim in dress code colors • Rain boots in dress code colors—no higher than mid calf—solid dress code colors
Hair	Meeting Expectation
<ul style="list-style-type: none"> • Natural 	<ul style="list-style-type: none"> • Professional styles that do not detract from the educational environment • Hair accessories that allow students to see clearly and learn without distraction
Accessories	Meeting Expectation
<ul style="list-style-type: none"> • Navy Blue • White • Dark Forest Green • Dark Purple • Black • Khaki (tan) 	<ul style="list-style-type: none"> • Bow ties, scarves, gloves, caps, beanies • Solid color • Earrings can be studs only • Prescription glasses (can be any color or design) • Belts can be braided, leather, or canvas and worn in belt loops • Any item that is or becomes a distraction in class will be taken away • Lunch bags and backpacks can be any color or design

What happens if my child is not in dress code?

As stated in Dailey's Policies of Enrollment, part of your commitment to Dailey is our Uniform Dress Code Policy. All students will follow the Uniform Dress Code Policy everyday without exception. The focus at Dailey is firmly on academics. Habitual breaking of the Uniform Dress Code Policy will not be tolerated. If your child is out of dress code, please expect the following:

Dress Code Notification Process

1st
Verbal Warning

2nd
Written notice sent home

3rd
Phone call or email from staff notifying parent of uniform dress code violation

4th
Parent and administration meeting

The dressing and grooming of students that tends to obstruct or inhibit the instructional program is prohibited. Any apparel, hairstyle, or cosmetics, even if not specifically mentioned, which creates a safety concern, draws undue attention to the wearer, or which tends to detract from the educational process will not be accepted. Dailey is a graffiti free school. Exceptions to the above rules may be made by the Executive Director for special events or as need arises.

- Examples of clothing in dress code can be found at <http://lics.us/dailey/> and in the school's office.
- Please write your child's first and last name on outer garments, backpacks, lunch bags, and water bottles.

Parent Signature

Date



Parent/Guardian may be required to remedy the dress code requirement in order for students to be within the Uniform Dress Code Policy if loaners are not available.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

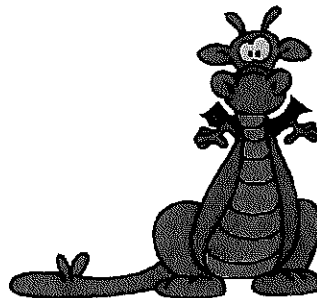
These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

DAILEY ELEMENTARY CHARTER SCHOOL MISSION STATEMENT

Dailey Elementary Charter School aims to develop and empower internationally-minded students. We aim to do this by balancing of the International Baccalaureate Primary Years Program and the State Standards, to foster caring and compassionate life-long learners.

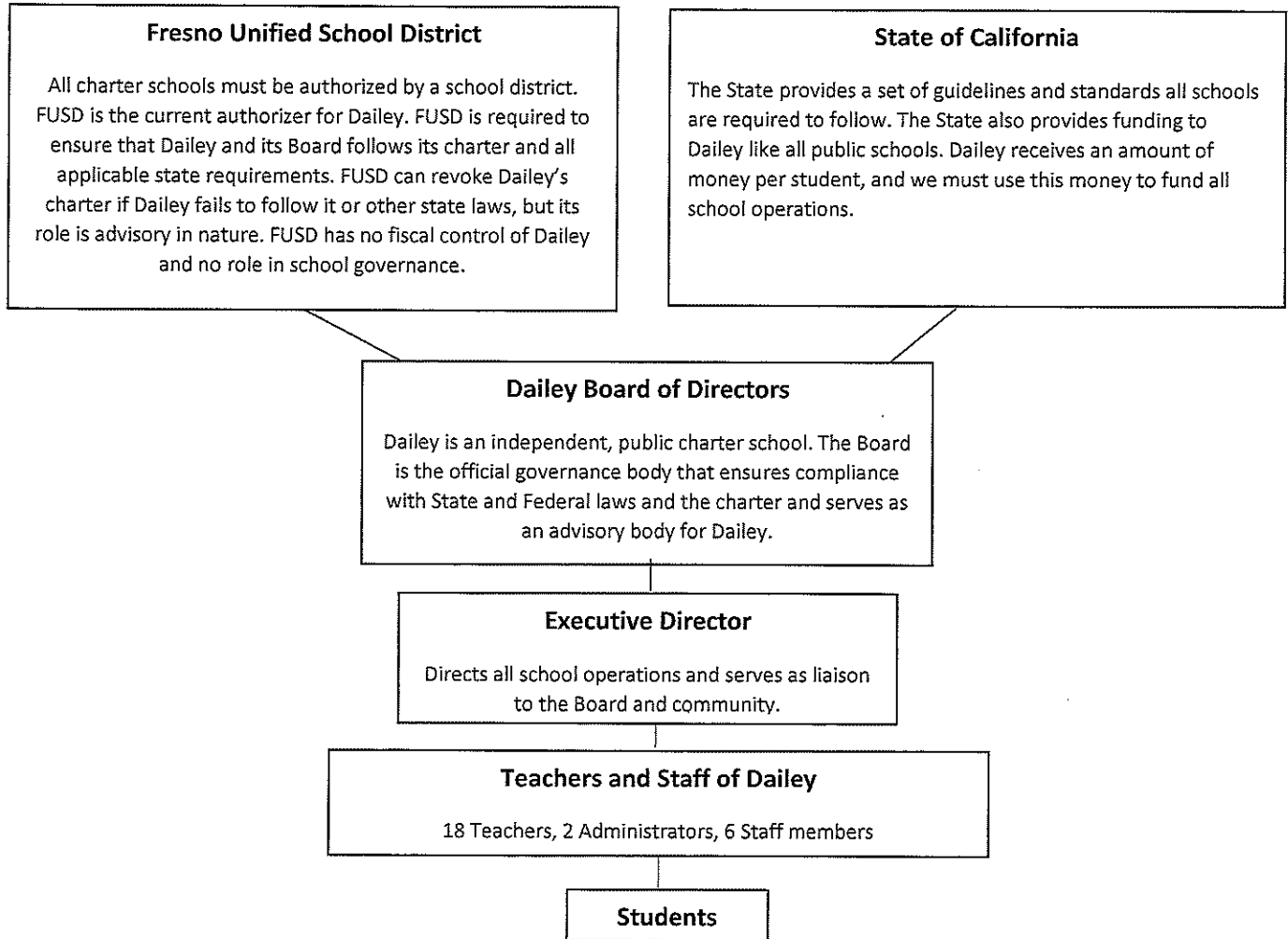
As part of the K-12 continuum, students will be equipped with agency and the critical life skills necessary for success. Students will think critically and creatively. Individually and collaboratively, students will make connections with the world around them to become active global citizens that are inspired to take action and create a better world.

Dailey Elementary Charter School aims to develop and empower internationally-minded students. We aim to do this by balancing the International Baccalaureate Primary Years Program and the State Standards, to foster caring and compassionate life-long learners.



Dailey's prospectus is located in the school's office.

DAILEY ELEMENTARY ORGANIZATIONAL CHART



Fresno Unified

Dailey is chartered through the Fresno Unified School District. The Charter office within Fresno Unified provides oversight and support.

Dailey School Board

Dailey is governed by its own Board of Directors. The Board of Directors are comprised of parents, community members, FUSD Board members, and FUSD Superintendent. Board meetings occur several times throughout the year, with public sessions beginning at 5:00 p.m. For specific dates and times of board meetings visit our website.

LEARNER PROFILE

August - Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

September - Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

October - Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

November - Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

December - Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

January - Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

February - Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

March - Risk-Taker

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

April - Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

May - Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

June - Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

ESSENTIAL ELEMENTS



Learner Profile

The Learner Profile is central to the PYP definition of what it means to be internationally minded. Through the Learner Profile we hope students will leave the PYP school with a strong foundation upon which international-mindedness will develop and flourish.

Principled I am honest, fair, respectful, and responsible.	Communicator I can share and receive ideas and information in more than one way.
Caring I show sensitivity towards the needs and feelings of others.	Balanced I take care of my mind, body, and feelings.
Open-Minded I appreciate my culture and the views, values, and traditions of other individuals and cultures.	Risk-Taker/Courageous I am brave and courageous. I explore new roles, ideas, and strategies.
Inquirer I am curious, I ask questions. I love to learn.	Knowledgeable I know about the world near and far and seek to know more.
Thinker I apply my thinking skills critically and creatively to make good decisions and to solve problems.	

Transdisciplinary Themes

The Transdisciplinary Themes contain the significant, relevant content that we want the students to explore and know about, taking into consideration their prior experience and understanding. The themes guide students to inquire into, and learn about globally significant issues. Each grade level will explore a unit of inquiry into each transdisciplinary theme within the school year.

Who We Are	Where We Are In Place and Time	How We Express Ourselves
How the World Works	How We Organize Ourselves	Sharing the Planet

Concepts

The PYP is committed to a concept-driven curriculum as a means of supporting structured inquiry. There are eight key concepts in the program that provide a structure for the exploration of significant and authentic content. In the course of students' exploration, their understanding of the concepts will deepen through their K-5 experience.

Form What is it like?	Causation Why is it like it is?	Connection How is it connected to other things?
Change How is it changing?	Perspective What are the points of view?	Responsibility What is our responsibility?
Function How does it work?		

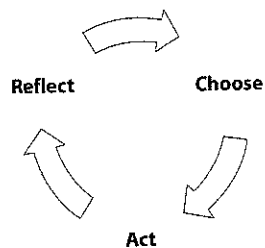
Skills

Within students' learning throughout the program, students acquire and apply a set of transdisciplinary skills.

Thinking	Social	Communication	Research	Self-management
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Action

In the Primary Years Program, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. Action may be taken by individual students or by groups of students working collaboratively on or off campus.



International Baccalaureate Organization. (2009). *Making the PYP Happen* Wales, United Kingdom

For more information, please refer to our website or email our IB Coordinator at Julia.cabrera@fics.us

OPERATIONAL INFORMATION

Arrival Overview

- 7:20 a.m. Front gate opens
 - Supervision begins
 - Breakfast opens
- Front gate valet traffic – must be ready to exit the vehicle quickly
- 7:20 a.m. All students report to the cafeteria
- 7:40 a.m. Students walk to the blacktop and line up at room numbers
- 7:50 a.m. First bell rings
 - Kindergarten – 5th leaves the blacktop
- 7:55 a.m. Second bell rings
 - Instruction begins
 - Late arrivals report to the office

Additional Notes

- Students enter through the front gate, not the staff parking lot gate
- Students use north hallway to line up on the blacktop
- Parents not permitted to walk students to their classrooms
- We ask that parents do not wait in the classroom line with their students

Dismissal Overview

- 1:30 p.m. Kindergarten dismissal at the front gate
- 3:30 p.m. First – Second grade at the front gate
- 3:30 p.m. Third – Fifth grade at the back gate
- For all families wanting to park and walk to a gate please use our side gate option on Farris Ave.
- 1:00 p.m. dismissal for all students during Conferences, Early Release Days, Dailey Olympics and the last day of school

Loading Zone

- Located in the front and back of the school
- For drop off and pick up only
- No parking between 7:00 a.m. – 8:00 a.m. or 3:00 p.m. – 4:00 p.m.
 - Adjustments may be made to these hours due to field trips and events
- Students may never be dropped off alongside Shields Avenue or before the loading zone due to safety concerns
- Exit the loading zone as soon as possible
- Students will not be released to parents who are double parked
- Do not stop in the lane of traffic and call your child into the street to your car
- Do not stop on Shields Ave. and hold up traffic flow. You may need to go around the block and return to the dismissal line.
- This is a no U-turn area.

Parking

- Please do not block the entrances to the parking lots in order to drop off or pick up your child. *This applies even during rainy weather.*
- Do not stop or park in red zones at any time
- Do not double park your car
- Be patient and courteous with the school personnel during drop-off and pick-up times. They are providing a safe path for your children.
- Be aware of students crossing the street in the crosswalks
- Drive safely and slowly – follow the speed limit
- Park past the loading zones
- Please use crosswalks at all times

Staff Parking Lot

- Parking lot is for staff only
- Please do not drop off students or park in the staff parking lot, as this constitutes a safety hazard
- The handicapped parking spots are off limits at all times unless you display the handicapped parking sticker in your windshield or on your license plate
- No parent parking during events
- Handicap parking is available

Front Gate Dismissal Procedures

1. Remain in your vehicle if you are in the white loading zone at the front of the school. Exit the loading zone as soon as possible so that other parents can pick up children. If you wish to exit your vehicle to meet your student, please park beyond the crosswalk at Simpson Avenue or across the street.

2. Teachers will not release students to cars that are double parked. Double parking is never permissible and is illegal. Please pull up parallel to the white loading zones curb so students can safely enter vehicles.
3. The red curb at the corner of Shields and Harrison is a designated red zone. Please do not park or wait in your car at the red curb as it is against traffic regulations. If you cannot pull parallel into the loading zone, you must drive around the block. In addition, the red curbs at the corner of Harrison and Simpson are to remain clear at all times.
4. Use the crosswalks at all times with your students. Jay-walking is both illegal and unsafe for our students.
5. You must yield to the crossing guard at all times. You may not turn right through the crosswalks until the crossing guard is back on the curb.
6. Students must make contact with a staff member before leaving.

Back Gate Dismissal Procedures

1. Please remain in your vehicle if you are on the curb at the back of the school. If you wish to exit your vehicle to meet your student, please park at the corner of Cornell and Thorne or across the street.
2. Staff will not release students to cars that are double parked. Double parking is never permissible and is illegal. Please pull as close as possible to the curb so students can safely enter vehicles.
3. Use the crosswalks at all times with your students. Jay-walking is both illegal and unsafe for our students.
4. Students must make contact with a staff member before leaving.

Food Services

E.C. 49590

The State Department of Education shall ensure that the nutrition levels of the meals served to school-age children pursuant to the National School Lunch Act be the highest quality and greatest nutritional value possible.

Further information regarding school nutrition may be found in E.C. 49430-49436, and the Duffy-Moscone Family Nutrition Education and Services Act of 1970. E.C. 49510-49520.

Dailey purchases food services from Fresno Unified. A breakfast and lunch calendar is sent out every month and is also located at <https://fresnounified.nutrislice.com/menu/dailey>

Breakfast

- Breakfast is served daily from 7:20 a.m. – 7:45 a.m. in the cafeteria
- Breakfast is free for all students
- No breakfast will be served after 7:45 a.m.
- Breakfast must be eaten in the cafeteria
- No food can leave the cafeteria and be eaten at a later time or on the blacktop
- Milk comes with a school breakfast
- Milk can be purchased separately for \$0.25

Lunch

- Kindergarten, second, and fourth grade lunch is served daily from 11:00 a.m. – 11:40 a.m.
- First, third, and fifth grade lunch is served daily from 11:50 a.m. – 12:30 p.m.
- Lunch is free for all students
- Lunches that are dropped off in the office after arrival will be left on the cafeteria stage
- Milk comes with a school lunch
- Milk can be purchased separately for \$0.25
- School lunches can only be taken out of the cafeteria during a scheduled picnic lunch

Meal Accommodations

Students with a milk or food allergy must complete a Meal Accommodation Form and submit it to the school's Office Manager before students can receive a substitute to the original menu.

All special diets are required to be cleared through Fresno Unified Schools District's Food Service and Nutrition Center. This process can take several weeks. Parents will need to provide meals until the form is received and cleared.

Snacks

Snacks are not provided by the school. Please pack snacks that are nutritious and filling.

- Kindergarten has one recess where students can eat snacks
- First – Fifth have two recesses where students can eat snacks
- Water is the only beverage that is allowed in classrooms
- The office does not provide students with snacks

Please do not send students to school with large bags of chips of any kind, cookies, candy, or soda.

Only water will be allowed in the classrooms for students to drink through

Homework Policy

Due to Dailey having an extended learning day and our desire to foster balanced learners, Dailey does not send home nightly homework.

Based on what learning is taking place in the classroom students may be asked to complete additional research, project work, and/or reflections at home when needed. Additional work can also be sent home by teachers to help support students' development and understanding when needed.

Academic Support

Dailey Charter implements a rigorous and accelerated academic program. For students who are experiencing academic struggles a teacher / parent meeting will take place. This meeting will provide time for teachers and parents to discuss current areas of concern and strategies that can be used to support the student. Strategies and suggestions provided may require parent support at home.

Personal Possessions

Dailey does not assume responsibility for personal or unnecessary items brought to school. Items such as toys, sports equipment, games, technology, etc. are distracting and can be lost or broken. Such items are not allowed at school and should remain in students backpack if brought on campus.

Cell phones and smart watches are not allowed to be used during the instructional day at any time. If a student has a cell phone or a smart watch for emergency reasons, it must be kept in their backpack, turned off, and not taken out until the student is off campus. If a cell phone or smart watch is used or taken out during school hours, it will be sent to the office to be picked up by a parent.

Lost and Found

All lost and found items are placed in a bin located in the office. Every month unclaimed items will be laundered and used as loaner clothes for Dailey students.

To help staff return items to the proper student please clearly label with students first and last name on:

- Clothing
- Lunch boxes
- Water bottles
- Backpacks

Supplies / Textbooks

Every child will need a backpack for the first day of school.

Basic school supplies are provided to all students at school. However, additional items that support your student's learning will need to be provided. Student supply lists are located on the school's website. Teachers request that student donations are brought to Back-to-School Night in a bag or box with the student's name.

Teachers will issue textbooks / curriculum to students. Students are responsible for the care of textbooks and other non-consumable items issued to them. Students will be charged for books that are lost, stolen, and are damaged.

1) It is recommended that all textbooks be covered at all times. *Do not use self-adhering covers.

2) Students will be held responsible for any damage to books issued to them for the school year.

<u>Types of Damage</u>	<u>Typical Repair Charges</u>
Missing Barcode	\$5
Miscellaneous markings/dirt	\$5
Broken/torn corners or cover	\$5 – up to full rebinding fee (\$16)

3) If you receive a damaged textbook, return it to the library for assessment. The damage will be noted or the book replaced. If the book is not returned within one week of receiving it, the student will be held financially responsible for the replacement or repair costs.

4) If a book is returned with damaged covers, damaged or loose binding, or graffiti, then a repair or rebind fee will be charged. Rebinding charge is \$16.00. If the damage cannot be repaired, the student will be charged the full replacement cost of the book.

5) If there is evidence of water/liquid damage, the student will be charged the replacement cost of the book; particularly if the book cannot be used again.

6) If a student loses a book, he/she will be required to pay the replacement cost of the book.

7) DO NOT LEND your books to anyone or check out books for a friend. You are responsible for any instructional materials checked out in your name.

8) All library books are due 2 weeks before the end of the school year. If they are not returned, they will be marked as lost and the student will be charged the replacement cost of the book.

9) All fees must be paid or library books returned prior to the end of the school year or Report Card will be held in the office.

ATTENDANCE

Attendance Summary

E.C. 48205; E.C. 48216; E.C. 48213 B.P. 5006

A student shall be excused from school for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with Charter School policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:
Appearance in court;

Attendance at a funeral;

Observation of a holiday or ceremony of his/her religion;

Attendance at religious retreats for no more than four hours during a semester.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

To clear absences please call 559-248-7067 or email office staff. Absences must be cleared through the office each day the student is not present at school.

Unexcused Absences/Truancy for Classroom Based Attendance

Students shall be classified as truant if the student is absent from school without a valid excuse three full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Executive Director or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

The Director, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

First Day of School Process:

When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student's failure to attend Charter School and the disenrollment.

Truancy Process

Most of the learning at Dailey is through hands-on engagements that require peer and teacher collaboration and cannot always be made up with alternative assignments. In order to support attendance concerns, the following will occur:

ATTENDANCE PROCESS	CONSEQUENCES
Step 1: 2 or more Tardies / Unexcused absences	Attendance notice sent to parents
Step 2: Continued Attendance concern	Phone conference / Meeting with school official
Step 3: Attendance has not improved	Student Attendance Review Conference with Administration
Step 4: Student will be released to home school	Student released at the end of the quarter

For further information, please refer to the FICS Attendance Board Policy #5006.

DAILEY ELEMENTARY CHARTER SCHOOL

An International Baccalaureate World School and California Distinguished School

ATTENDANCE NOTIFICATION

Report Reflects Attendance Through this Date:

To the Parent / Guardian of:

Teacher:

You will receive Attendance Notifications every 2 tardies, absences, or early checkouts. It is required by law that we provide this notification to parents regarding their child's attendance history and is vital to your child's success. It also keeps parents informed of their child's attendance. Please note that Attendance Notifications are sent even if absences or tardies are excused with a doctor's note. Phone calls and/or attendance meetings (virtual or in-person), along with these notices, is a part of the attendance process.

Your student has the following amount of tardies and / or absences:

Unexcused Absences _____ Excused Absences _____ Tardies/Early Pick Up _____

Daily attendance is extremely important at Dailey. The majority of the learning is through hands-on engagements that require peer and teacher collaboration and cannot always be made up with alternative assignments. In order to support attendance concerns, the following will occur:

ATTENDANCE PROCESS	CONSEQUENCES
Step 1: 2 or more Tardies/Excused or Unexcused absences	Attendance notice sent to parents
Step 2: Continued Attendance concern	Phone conference / Meeting with school official
Step 3: Attendance has not improved	Student Attendance Review Conference with Administration
Step 4: Student will be released to home school	Student released at the end of the quarter

Your child's attendance may be classified as habitual truant if his / her attendance does not improve:

- Initial "truancy" is defined as three (3) or more absences from school within a single school year (Education Code section 48260).
- Habitual "truant" is defined as six (6) absences or tardies without a valid excuse for thirty (30) minutes on six (6) separate occasions
- Excessive excused absences are considered as truant
- Requirements of enrollment at Dailey Charter include no more than 3 absences or tardies per year.

As per Education Code and Dailey Charter policies, attendance must improve or enrollment will be affected. Failure to improve in his / her attendance will result in a Student Attendance Review Conference with school administration. Please sign that you understand that your child's continued enrollment at Dailey Elementary Charter School may be at risk if attendance does not improve. The next step in the attendance process is attend a Student Attendance Review Conference with Administration. Enrollment at Dailey Elementary Charter School is voluntary. A student who chooses not to attend Dailey may seek to attend either the local public school in the student's attendance zone or other charter schools, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the chartering authorities.

For more information on attendance and truancy, please see Dailey's Attendance Board Policy. If you have any questions, please contact the office at (559) 248-7060.

Parent Name: _____ Date: _____

Parent Signature: _____

Tardies

- Students need to be in class by 7:55 a.m. or they are considered tardy
- Students arriving tardy must report to the office for a tardy slip
- Early and/or late pick-ups are factored into your child's attendance profile, along with tardies and absences (both excused and unexcused)

- Attendance notices are sent home on a regular basis. These notices are to inform families of their student's attendance.

Appointments

If your student has an appointment that takes place during the instructional day, please notify their teacher and office staff by email or note in advance. This allows for the teacher to have your child ready and with their backpacks and homework.

If you would like to excuse your child from school early you must sign the student out in the office. The student will be called from class and released to the parent in the office.

Habitual early check-outs are monitored closely as this impacts students instructional time and is part of their attendance record.

Parents are not allowed to go directly to their child's class, as this disrupts classroom instruction and violates the school's safety plan.

Independent Study

Independent study is an option for students who will be absent for a period of a minimum of three days to a maximum of 14 consecutive school days.

- Teachers and Office Staff must be given at least *five* school days of notice.
- An Independent Study contract will need to be filled at and given to the school's office manager.
- The contract must be signed by the student, parents, teacher, and administrator
- All contracted assignments are due upon the student's return to school
- Uncompleted assignments will not receive academic credit and can impact student's grades. The absences are then considered unexcused absences and will be reflected in the student's attendance profile
- A student may not participate in more than *two* independent studies per year.

For further information, please refer to the FICS Independent Study Board Policy #5013.

Student Records

E.C. 49076; B.P. 5020

I. DEFINITIONS

1. Education Record

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

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

An education record does not include any of the following:

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

PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

Copies of Education Records

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

Foster Youth

B.P. 5012

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

Foster youth means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code section 309, is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602.

Person holding the right to make educational decisions means a parent, guardian, or responsible person appointed by a court to make educational decisions pursuant to Welfare and Institutions Code sections 361 or 726, or Education Code 56055.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the

person holding the right to make educational decisions for the youth, shall determine, and in the best interests of the foster youth, the school is the school of origin.

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

Charter School Liaison

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

Rebecca Trevino-Director

Rebecca.Trevino@fics.us 559.248.7060

Education for Homeless Children and Youth Policy

B.P. 5016

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

Definition of Homeless Children and Youth

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

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

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

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

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

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

School Liaison

The Executive Director designates the following staff person as the School Liaison for homeless students (42 U.S.C. §§11432(g)(1)(J)(ii) & (e)(3)(C)(i)(IV)):

Rebecca Trevino, Director

3135 N. Harrison Avenue, Fresno, Ca.

Know your Educational Rights

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the student's parents or guardians.
- All children have the right to a free public education.
- All children ages 6-18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have the right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.
- Confidentiality of Personal Information
- Federal and State laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information". If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans If You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

ENROLLMENT AND HEALTH REQUIREMENTS

Minimum Age of Admissions

E.C. 48000 (a)

A child shall be admitted to the kindergarten program at the beginning of the school year, or at any later time in the same school year if the child will have his or her fifth (5th) birthday on or before September 1st.

Emergency Information

E.C. 49408

For the protection of a student's health and welfare, Dailey requires the parent/guardian of a student to keep their current emergency information including the home address and telephone, along with the telephone numbers of relatives or friends who are authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

First Grade Physical Examination Requirement

California State Law requires that the parent or guardian submit a certification form developed by the California Department of Health Care services (DHCS) and signed by the student's health care practitioner certifying that the student has completed a comprehensive health screening within 18 months before entering first grade or within 90 days after starting first grade. H. & S. C. 124040, 124085.

The examination helps find health problems that may keep your child from doing well in school. Health problems that are found early are easier to correct. The exam may be obtained from your authorized health care provider.

In lieu of the certificate H. & S. C. 124040 provides that waiver signed by the child's parent/guardian indicating that they do not want or are unable to obtain the health screening and evaluation services for their child, shall be accepted by the school. If the waiver indicates that the parent/guardian was unable to obtain the services for their child, then the reasons why should be included in the waiver.

HEALTH ASSESSMENTS

Vision, Hearing, and Dental Screening

E.C. 49454, 49455, 49452

California Education Code allows qualified employees to administer routine vision, color vision, and hearing screenings to each student enrolled in public schools. Dailey contracts with Fresno Unified to conduct screenings. A written statement must be filed annually with the Executive Director by a parent/guardian requesting exemption of his/her child from the routine health screenings for vision, hearing, and periodic dental inspections.

Oral Health Assessment Requirement

E.C. 49452.8

A pupil, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, shall no later than May 31 of the school year, present proof of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional operating within his or her scope of practice, that was performed no earlier than 12 months prior to the date of the initial enrollment of the pupil.

The parent or legal guardian of a pupil may be excused from complying by indicating a waiver form that the oral health assessment could not be completed.

Health Screening Reporting

H. & S.C. 124100 (a)

In cooperation with the county Child Health and Disability Prevention program, the governing body of every school district or private school that has children enrolled in kindergarten shall provide information to the parent/guardians of all children enrolled in kindergarten of this article and section 120475. Every school district or private school that has children enrolled in the first grade shall report by January 15 of each year to the county of Child Health and Disability Prevention program, the department, and the Department of Education the following information:

- A. The total number of children enrolled in first grade.
- B. The number of children who have had a health screening examination, as evidence by the certificate required by Section 124085; and
- C. The number of children whose parents/guardians have given written waiver pursuant to Section 124085 that they do not want their child to receive a health screening examination.

Immunizations

E.C. 48980

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school or exempted from immunization requirements only as allowed by law.

California law SB277 no longer allows for a personal beliefs exemption as of July 2016. Any students entering school for the first time in California after July 1, 2016 will need to be fully immunized or have a medical exemption from a California doctor. The only exemption now accepted is a Medical Exemption written by a California doctor for students for whom immunizations are not medically indicated. The exemption statement should include the vaccine(s) the child is unable to receive, the medical reason and whether it is permanent or temporary. If it is temporary, the date the exemption ends should also be included.

Immunization Exclusion

E.C. 48216 (a), (b)

E.C. 48216 (a)

The County Office of Education or the Governing Board of the school district of attendance shall exclude any pupil who has not been immunized properly pursuant to Chapter 1 (commencing with Section 120325) of Part 2 of Division 105 of the Health and Safety Code.

E.C. 48216

The Governing Board of the district shall notify the parent/guardian of the pupil that they have two (2) weeks or ten (10) school days to supply evidence either that the pupil has been properly immunized, or that the pupil is exempted from the immunization requirement pursuant to Section 120365 or 120370 of the Health and Safety Code.

HEALTH POLICIES AND PROCEDURES

Health Office

The Health office is managed by Office Staff that is trained in First Aid and CPR. The Health Office does not have a registered nurse on duty. Due to the amount of students seen in the Health Office, phone calls for every student visit is unattainable. However, every effort will be made to contact parents or guardians regarding a concerning injury or illness.

Fever Policy

Our school district recognizes elevated body temperatures as 99.7 or higher. Any student with a 99.9 F body temperature will be sent home. We have a 24 hour fever-free policy. A student may return to school when the fever is gone for 24 hours, without administering medication.

Lice or Nits

If your child has active lice they will be sent home. If your child has lice eggs (nits), a notice will be sent home to treat the student for lice. After they have been treated at home with the proper medication and every egg and lice is removed they will be admitted back to school. They are expected to return immediately on removal of lice/nits. Students are only excused for 1 day.

Student Medication at School

E.C. 49423, 49480

California Education Code allows school staff to assist students with medication they are required to take during the regular school day. In order for students to take medication at school the following conditions must be met:

1. The school must have a written statement form the student's authorized health care provider detailing the method, amount, and time medication is to be taken.
2. The school also needs a written statement form the parent/guardian of the student giving permission for school staff to assist the student with the medication; and
3. The medication must be in a container with the pharmacist label attached (or the original container for non-prescription medications)

4. Upon written request by the parent/guardian and with the approval of the student's physician, a student may be allowed to carry and self-administer auto injectable epinephrine or inhaled asthma medication. The physician must confirm that the student is able to self-administer the medication (Education Code 49423, 49423.1)

All medications, prescription and over-the-counter, require a written note from the doctor. The instructions on the pharmacy label are not enough. Medications brought to school without following the above guidelines will NOT be given at school.

School regulations require that all medications, prescription or non-prescription, be kept in a locked cabinet. Students may not carry prescription or non-prescription medicine such as *cough drops, throat lozenges, or pain medication* in their backpacks or pockets.

If a Medication Order specifies that a student is authorized to carry their medication on them, the office requests that the student administer the medication in the Health Office.

Exclusion Due to Infectious Disease

E.C. 48213

The School desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The School recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases.

Parent/guardians are strongly encouraged to inform the school staff if their child has an infectious disease so that school staff may work cooperatively with the child/s parent/guardians and when appropriated, with public health officials, to minimize exposure to other students. Students may be excluded, in accordance with law, until the infectious period has passed. Any student with a fever of 100 degrees or greater should stay at home until they have been without fever for 24 hours, without medication.

Healthy and Safety Services

- Emergency (Fire, Sheriff, Ambulance): 911
- Fresno County Sheriff Dispatch: 600-8401
- Health Department: 600-1377
- Poison Control Center: 1-800-222-1222

Hotlines to Answer Questions and Provide Referrals

- Mental Health Youth Services: 453-8918
- Department of Behavior Health: 600-9180
- National Suicide Prevention: 1-800-273-8255 (hotline)
- Youth America Hotline (Counseling for Teens by Teens): 1-877-968-8454
- Youth Crisis Line: 1-800-222-1222
- Trevor Lifeline: 1-866-488-7386
- National Hopeline Network (Suicide Prevention) 1-877-235-4525

Counseling/Support Services

- Marjorie Mason Center: 237-4706
- Rape Counseling Services of Fresno: 222-7273
- Child Protective Services (Fresno): 255-8320
- National Runaway Switchboard: 1-800-786-2829
- Sanctuary: 489-8543 Hotline: 1-800-820-4968
- Fresno Family Counseling: 229-3085
- Substance Abuse: Fresno NEW Connection: 248-1548

STUDENT BEHAVIOR AND DISCIPLINE

The Dailey Way

- Make eye contact and smile
- Shake hands when meeting new people
- Stay body checked
 - Shoes Tied
 - Shirt Tucked In
- Use Kind Words
 - "Yes, please"
 - "Thank You"
- Have Pride in Learning
 - Speak and write in complete thoughts
 - Use academic vocabulary
- Have Pride in Our School
 - Clean, organized working areas

Morris E. Dailey Elementary School

Code of Conduct and Positive Behavior

Dailey Charter is a community of principled, compassionate, and open-minded scholars. As lifelong learners, we aim to understand perspectives and respect the differences of others. Every day we strive to become global citizens in which our mindsets play a role in changing our community and the world.

As a school community we recognize the importance of establishing clear and consistent school-wide and classroom-level behavior and conduct expectations. Students are expected to demonstrate the attributes of the IB Learner Profile as well as treat each other with dignity and respect.

Students at Dailey Charter are expected to showcase the attributes of the learner profile. Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programs foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus.

- Inquirers-They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- Knowledgeable-They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers-They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- Communicators-They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principled-They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded-They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
- Caring-They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and in the environment.
- Risk-takers-They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- Balanced-They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective-They understand by thinking about and asking themselves questions about the things they learn and do.

Student behavior is closely related to learning and an effective educational program requires a safe, consistent, and positive school environment. Each student must adhere to the Code of Student Conduct governing student behavior, with the goal of providing students with a positive learning climate.

Our school-wide positive behavior expectations are:

- We are Spirited: We show positive spirit in and out of the classroom
- We are Original: We use our own ideas to connect and broaden our knowledge
- We show the Attributes of the Learner profile: We strive to be internationally minded
- We are Resilient: We have a growth mindset in the face of challenges

Dailey Charter's student Code of Conduct is designed with enough flexibility so that teachers can exercise judgment which is within the scope of the school-wide expectations, their classroom behavior management system, and the student's personal behavior monitoring system.

Dailey Charter Follows a three-tiered system of interventions and supports.

TIER 3

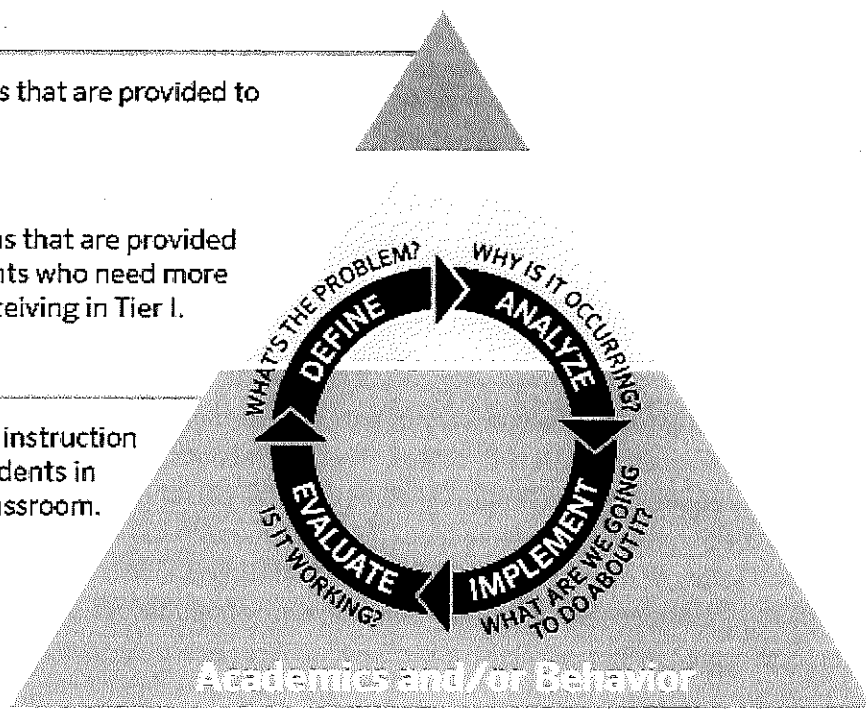
refers to the interventions that are provided to individual students.

TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier 1.

TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



The following pages outline the three tiers, typical key behaviors, and interventions and supports offered at Dailey Charter.

**Depending on the severity of the incident, a "Tier one" referral is not always the first used. **

Tier One Infractions

Defined: Refer to minor misbehavior on the part of the student that impedes or disrupts orderly classroom procedures or school operations. These infractions will be addressed by the appropriate school personnel as well as contacting parents/guardians. Administrative action will typically not occur with these misbehaviors. Typically, tier one behaviors will be managed by the classroom teacher, with support from administration.

Examples but Not Limited To:

- Disruptive Classroom/School Behavior
- Repeated failure to complete or carry out directions
- Verbal harassment or bothering of others
- Dishonesty
- Inappropriate language
- Mild Physical violence: a push, shove, hit during a game, a light hit
- Mild insubordination
- Academic dishonesty
- Inappropriate use of technology

Intervention Options:

- Verbal or written reprimand

- Reflection Think Sheet
- 1-on-1 Goal Setting
- Parental notification (email or phone call)
- Special Assignment (Reflective in nature)
- Behavior Conferences
- Behavior Coaching
- Behavior Reflection
- Action Projects

Tier Two Infractions

Defined: Misbehavior that is frequent or serious enough that it disrupts the learning climate of the school and/or endangers the health or safety of others. These infractions, which usually result from the continuation of Tier One incidents require the intervention of administrative personnel because the prior consequences have failed to modify the behavior. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but whose educational consequences once again require a corrective action on the part of administrative personnel. Typically, tier two infractions result in individual student case studies wherein the classroom teacher, administration, and family or guardian created a form of data collection and reflection to ensure a student is making positive progress towards a behavior goal.

Examples but Not Limited To:

- Continuation of Level One misconduct
- Abusive, obscene, or disrespectful language, writings, drawings, or gestures
- Bullying/Cyber Bullying
- Harassment
- Theft
- Vandalism
- Plagiarism/Cheating
- Hands-off violation
- Significant defiance of authority, disrespectful behavior to staff
- Repeated inappropriate use of technology
- Throwing food/objects
- Student has disrupted learning to a significant degree

Intervention Options:

- Verbal or written reprimand
- Reflection Think Sheet
- 1-on-1 Goal Setting
- Parental notification (email or phone call)
- Special Assignment (Reflective in nature)
- Office Discipline Referral (ODR)
- Behavior Conferences
- Behavior Coaching
- Behavior Reflection
- Action Projects

Tier Three Infractions

Defined: Acts that are frequent or serious in nature that disrupts the learning environment of the school or acts that pose a threat or danger to the health, safety, or welfare of others in the school. These acts will require administrative actions which could result in the immediate removal of the student from the school and possible intervention of law enforcement authorities. Typically, tier three infractions require a team of personnel to support the student. This team may include, but not limited to school psychologist, behavior support specialist, classroom teacher, family/guardians, and school administration.

Examples but Not Limited To:

- Continuation of or extreme Tier One and Two misconduct
- Assault
- Fighting
- Verbal or Physical Threats
- Ethnic or racial slurs
- Sexual harassment
- Vandalism
- Indecent exposure
- Destruction of property
- Possession of a weapon
- Possession of drugs or alcohol
- Other violation of federal, state, or local laws

Disciplinary Options:

- School Suspension
- Restitution
- Referral to outside agency
- School case study team
- Behavior Conferences
- Behavior Coaching
- Behavior Reflection
- Action Projects

School Wide Behavior System

Creating a safe learning environment is a number one priority at Dailey. Following the expectations in the classroom and around campus is a great way to build a positive learning community. In our classrooms, all students are expected to follow the school-wide expectations which are: show respect, be organized, showcase the attitudes and attributes of the learner profile, and be ready to learn (S.O.A.A.R.). We must remember that we are all learners. Mistakes will be made, but every day brings a new beginning.

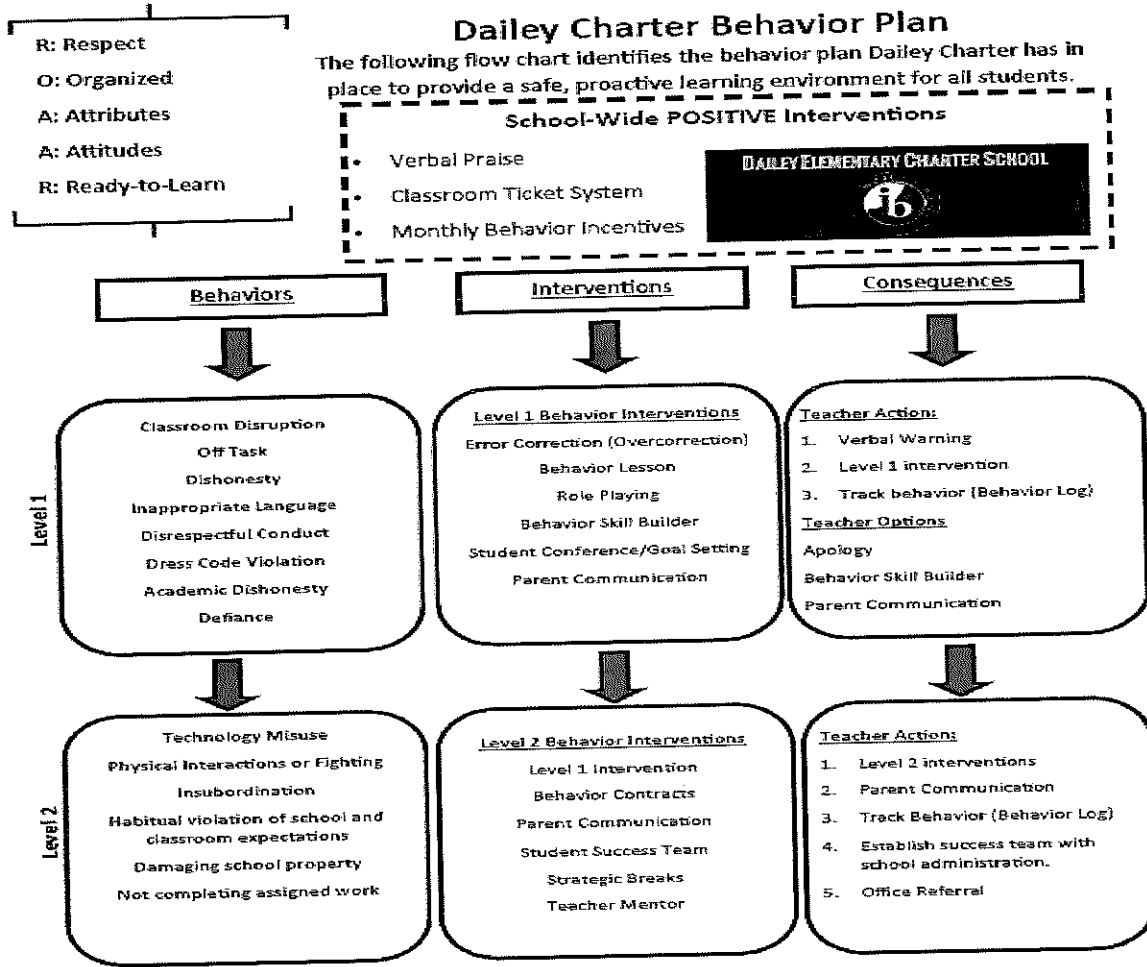
At Dailey we work with student to build and foster their intrinsic motivation so that each individual student experiences success. We achieve this by:

- Teaching behavior management skills
 - Individual lessons
 - IB Learner profile and skills
 - Natural consequences
- Meeting the physical, social, and emotional needs of students

- Giving all students time and practicing patience
- Building relationships and encouraging self-reflection

Dailey's classroom behavior system encourages and guides students to make positive choices about their behavior. This enables them to develop self-discipline, good work habits, resolve conflicts peacefully, and think critically and independently.

Behavior Plan



I have reviewed the Dailey Charter Behavior Plan.

Child's Signature

Parent's Signature

Student Procedures

Lines

1. Students walk in a straight line
2. Students stay on the yellow line
3. Students are silent while walking in hallways and during fire drills
4. Hands are folded, in pockets, or at their sides
5. Teacher is positioned to **monitor** all student behavior

Cafeteria

1. Wash hands or use hand sanitizer in classroom
2. Enter cafeteria quietly
3. Pick up milk, lunch, and utensils
4. Walk to the next available table. Go to the end of the table and then sit down
5. Begin eating using restaurant manners and hand signals when needed
6. Conversations should be no more than 2 people away (talking is in a whisper to a neighbor next to you)
7. Follow 3 step dismissal system
8. Wait to be dismissed by adult and place trash in can (table needs to be clean before dismissal)
9. Walk quietly and **directly** to the playground on the yellow line

Assembly

1. Follow procedures for walking in a line
2. Enter cafeteria silently and take seats per adult direction
3. Eyes are up front and students are seated with hands in their laps
4. Appropriate clapping
5. When assembly is finished, students wait for teacher's instructions on when to exit
6. Exit in the same manner as entering

Bathroom

- Quietly use the restroom
- Use the restroom (Don't play)
- Individually use the restroom (Don't go in with friends, and respect peoples' privacy)
- Clean hands
- Keep restroom clean. (Put trash in the cans)
- Exit restroom when finished
- Report immediately back to your classroom

Playground Rules

Dailey Dragons demonstrate the Learner Profile by following these rules on the blacktop area:

- NO PLAY FIGHTING OR WRESTLING ALLOWED
- Use bathrooms and drinking fountains appropriately and as intended
- Play on the blacktop areas only, keeping out of restricted areas such as: hallways and classroom corridors
- Leave all toys at home
- Walk on the blacktop except when playing an organized game
- Listen for adults and their whistle and follow directions given
- Get drinks and use the restroom during play time before the bell rings.

Dailey Dragons demonstrate the Learner Profile by following these rules on the field area:

- Use the grass area for soccer and running games
- No tackle football or tag / chase games
- Only soccer balls can be kicked. Do not kick red balls, volleyballs, or basketballs.
- Share your game with any interested parties
- Listen to adults and follow directions

Dailey Dragons demonstrate the Learner Profile by following these rules for snacks:

- Bring healthy snacks
- Throw trash in trash cans and plastic only in recycling bins
- Do not share snacks
- Return to playground when finished

Dailey Dragons demonstrate the Learner Profile by following these rules on the play structure:

***Do:**

- Go down the slides feet first, with backsides on the slide
- Use the monkey bars, one at a time in one direction

***Don't:**

- Play with or throw wood chips.
- Sit, stand, or jump off top of bars
- Spin on bars
- Play tag or running games in play structure area

Dailey Dragons demonstrate the Learner Profile by following these rules in the hallway:

- Students walk in a straight line
- Students stay on the yellow lines
- Students are quiet while walking in line
- Hands are folded, in pockets, or at their sides

SCHOOL SAFETY

Locked Gates

For increased safety of students and staff, all gates are locked during school hours with the exception of one gate near the main office and one gate used as an entrance and exit for staff and delivery vehicles.

Lock Down/Fire Drills, and Earthquake Preparedness Drills

In order to better prepare our staff/students Dailey requires the following drills be practiced each year:

- 1 fire drill per month
- 3 lock-down drills per year
- 4 earthquake preparedness drills per year

School safety plan is available in the office.

Emergency Cards

One emergency card is required to be filled out at the beginning of the school year. One card will be kept in the office and the other in child's classroom. It is your responsibility to notify the school immediately if any of the contact information changes.

Cards are used for:

- Emergency contact information
- School Messenger phone numbers
- School contact to student's home

The school requests that a primary and secondary contact be documented on the card for each child.

- In case we cannot reach you by phone, please list four names and numbers of relatives or friends who can be contacted to take responsibility for your child.
- Anyone besides a parent or legal guardian will be required to show ID to the office staff and must be 18 in order for staff to release the student.

If you do not provide us with current phone numbers and your child needs to be sent home, Child Protective Services or the Fresno Police Department will be contacted immediately. If emergency medical or dental treatment is needed and you cannot be reached, 911 will be called. Fresno Innovative Charter Schools, Inc. cannot assume responsibility for payment of medical fees incurred.

All parents will be given equal rights to information regarding their children that can be taken from school during the day, or any other parent rights unless you provide documentation that instructs the school otherwise. Parents must provide the office copies of any legal documents that explain special circumstances regarding custody, visitation rights, etc. Always notify the office if there are any changes in legal paperwork.

Emergency and Crisis Information

Rapid Alert: Parent Square

Rapid Alert is a text notification system that will send a text message to the cell phones of parents or guardians in the event of a safety issue or incident occurs on or near the school. This system provides an additional tool for quickly notifying parents/guardians and staff, and beyond the Parent Square notification system. The system only allows for 160 character in a text message. The message will be brief, but will provide pertinent and any necessary instructions.

Dailey will send an emergency notice out in the event there is a safety issue at school that is going to 1) disrupt the school day or 2) cause an early dismissal.

It is extremely important that parents/guardians provide the school with a cell phone number at the beginning of the school year and update the phone number in the school office when changes have been made.

Civility Policy

B.P. 1000

Maintaining an environment supportive of learning and free of disruptive conduct is important to the success of our children's education. To further this goal, it is the intent of Fresno Innovative Charter Schools, Inc., Dailey Elementary Charter School to promote, through this policy, mutual respect, civility and orderly conduct among FICS employees, parents/guardians, and other members of the public. It is also the intent of this policy to encourage positive communication and discourage disruptive, volatile, hostile or aggressive communication or actions. Furthermore, this policy is intended to maintain, to the extent possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, parents/guardians and the public. It is not the FICS's intent to deprive any person of his/her right to freedom of expression. FICS encourages the public's cooperation with and adherence to this policy.

Expected Level of Behavior

1. FICS employees and representatives should treat parents/guardians and other members of the public with civility, courtesy and respect.
2. Parents/guardians and other members of the public should treat staff and students and each other, while on school grounds and/or participating in school-related activities, with civility, courtesy and respect.

Unacceptable/Disruptive Behavior

Any conduct that disrupts or interferes with the discipline, good order, lawful conduct or administration of any school class or activity of the school, constitutes unacceptable conduct behavior. Unacceptable conduct includes but is not limited to:

1. Disruption of or threats to disrupt school classrooms, activities, and/or operations;
2. Threats to the health and safety of students or FICS employees;
3. Battery or assault upon students, FICS employees or other persons;
4. Using obscenities or speaking in an insulting and/or demeaning manner; and/or
5. Unauthorized entry onto school premises.

Student Safety

Student safety is always our number one priority and we will be teaching and reinforcing these safety rules with your child:

- Walking at all times, except if involved in an organized game
- Walking on the painted yellow lines in hallways
- Walking quietly and in a straight-line during an emergency
- Staying in supervised areas of the school during recesses, arrival, and dismissal
- Staying out of the staff parking lot, unless with an adult
- Following all school expectations
- Using the crosswalk at all times

School Events

- No running in the front of the school. It is slippery and can be uneven in some areas
- Stay off the play structure

- Pod restrooms are open (blacktop area)
- All children must be supervised by their adult
- Office is closed

Harassment, Intimidation, Discrimination, and Bullying

B.P. 5001

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Morris E. Dailey Elementary School ("Charter School" or "Dailey") Governing Board, Fresno Innovative Charter Schools, Inc. ("FICS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Dailey will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Dailey school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Dailey will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Dailey does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships with Dailey students, regardless of position or gender. Dailey will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Nondiscrimination Statement

Morris E. Dailey Elementary School ("DEC") does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

DCE adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

DCE is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). DCE also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. DCE does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which DCE does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. DCE will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective

action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the DCE Uniform Complaint Procedures ("UCP") Compliance Officer:

559-248-7060
3135 N. Harrison Ave
Fresno, California 93704

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

Jeanne Pentorali
(559) 248 -7060
jeanne.pentorali@fics.us

Your Rights and Responsibilities Under Title IX

- (a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- (b) Dailey does not currently offer any athletic programs. If it does in the future, you have the right to inquire of the athletic director or other appropriate Dailey administrator as to the athletic opportunities offered by the School.
- (c) You have the right to apply for athletic scholarships.
- (d) You have the right to receive equitable treatment and benefits in the provision of all of the following:
- Equipment and supplies.
 - Scheduling of games and practices.
 - Transportation and daily allowances.
 - Access to tutoring.
 - Coaching.
 - Locker rooms.
 - Practice and competitive facilities.
 - Medical and training facilities and services.
 - Publicity.
- (e) You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator's contact information.
- (f) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.
- (g) You have the right to pursue civil remedies if you have been discriminated against.
- (h) You have the right to be protected against retaliation if you file a discrimination complaint.
- (i) You can find out more information regarding your rights, Dailey's responsibilities, and access information on gender equity laws from the following resources:
- California Interscholastic Federation: <http://www.cifstate.org/governance/equity/index>
 - California Department of Education, Office for Equal Opportunity: <http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp>
 - United States Department of Education, Office for Civil Rights:
<https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html>

Technology Usage

B.P. 5022

All students using Dailey technology devices, equipment, programs and/or internet services are held responsible through the Acceptable Use Policy. This policy outlines the proper use and care for technology devices, online safety, and appropriate/inappropriate use. Please note that any devices using internet access are bound to this policy.

All students in 1st-5th grades are taught at the beginning of the year how to be safe online and abide by the Acceptable Use Policy. Violations of this policy include warnings and parent conferences, up to and including removal of technology privileges, suspension, and expulsion.

The Board of Directors of Fresno Innovative Charter Schools, Inc. ("FICS"), a California nonprofit public benefit corporation doing business as Dailey Elementary Charter School ("Charter School"), adopts the Student Use of Technology Policy and Acceptable Use Agreement.

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

Educational Purpose

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

"**Educational purpose**" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"**Inappropriate use**" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying¹, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

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

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

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Acceptable Use Agreement

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

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 1. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 2. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
 - a) Playing games or online gaming.
 - b) Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c) Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
 - d) Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e) Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
 - f) Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g) Conducting for-profit business.
 - h) Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - i) Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - j) Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k) Accessing or attempting to access material or systems on the network that the student is not authorized to access.
- 5) **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
- 6) **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
- 7) **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- 8) **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
- 9) **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

CAASPP Testing Dates

Grades 3rd-5th, February 1 to June 1, 2023

CAASPP Program

C.C.R., Title 5, Sec. 850-870; E.C. 60600-60652

This year students will participate in the California Assessment of Student Performance and Program (CAASSPP) system by taking a series of computer-based tests developed by the Smarter Balanced Assessment Consortium that will provide an academic checkup for students by measuring real-world skills like critical thinking and problem solving. These assessments offer significant improvements over tests of the past, including new types of questions and performance tasks that require students to apply a variety of skills to complete complex tasks that will prepare them for college and the workplace. Students in grades 3 – 5 will be assessed in English Language Arts/Literacy and mathematics. Fifth Grade will be assessed in science as well.

Recently-Arrived English Learners

English Learners (EL) who have: (1) been enrolled in United States schools for less than 12 months are not required to take the English Language Arts/Literacy assessment but will take the mathematics assessment.

Students with Exceptional Needs

5 C.C.R. 853, 853.5

Individualized Education Plans (IEP)

Students in Special Education programs with Individualized Education Plans (IEP) are allowed accommodations such as Braille, extended time, or the use of a reader, scribe, or calculator. The IEP must state the specific accommodation. Also, students with current plans under Section 504 of the Rehabilitation Act of 1973 specifying such accommodations will be tested with the prescribed accommodations. No other students are allowed testing accommodations.

California Science Test

The California Science Test (CAST) is an online test based on the California Next Generation Science Standards. Students in grade 5 will participate. The CAST uses the current CAASPP test delivery system and is administered online.

CAASPP – Parent Right to Exempt

C.C.R., Title 5, Sec. 852; E.C. 33051, 60605 (g) & (h), 60615, 60640, 60651

A parent/guardian may submit to the school a written and signed request to excuse his/her child from any or all parts of the CAASPP tests. The school and its employees may discuss the CAASPP program with parents/guardians and may inform them of the availability of exemptions under E.C. 60615. However, the School and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students.

English Language Proficiency Assessments for California (ELPAC)

Test dates: February 1 to May 31, 2023

C.C.R., Title 1, Sec. 313; E.C. 60810

The ELPAC summative assessment is administered to assess the progress of English Language Learners in acquiring the skills of listening, speaking, reading, and writing in English. Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English. Students whose primary language is other than English will take the Initial Assessment. The Initial Assessment is used to identifying students as either an English learner who needs support to learn English, or as proficient in English.

Assessment Requirements For English Learner (EL) Students

E.C. 52164. 1

The California Education Code requires that schools identify the language(s) spoken at home by each student. This information is collected through the Home Language Survey, which is completed by a parent/guardian for each new enrolling student. The Home Language Survey is only filled out one time.

In accordance with California State Regulations, the District must assess the English language proficiency for all students whose home language is other than English. This test is called the English Language Proficiency Assessment for California (ELPAC) (C.C.R., Title 5, Chap. 11, Sub Chap. 7.5, Sec. 11511.5; E.C. 48985) Parents/guardians receive a Notification Letter informing them when their child is classified as an EL. This letter also notifies parents/guardians that students who are learning English as a second language will be placed in a Standards-based Content and Language program, where instruction is offered overwhelmingly in English.

State Testing Required For English Learner Students

U.S.C., Title 20, Chap. 70, Sub Chap. 1, Sec. 6312, 6316

English Learners participate in the California Assessment of Student Performance and Progress (CAASPP). In addition, all Spanish speaking English Learners who: (1) have been enrolled in United States schools less than twelve (12) months; or (2) receive instruction in Spanish in a bilingual classroom; or (3) are enrolled in a dual immersion program are required to be assessed in Spanish as well as English.

The progress of English Learners is assessed by Dailey as required by state and federal law. The progress of English Learners in acquiring English is measured annually through the English Language Proficiency Assessments for California (ELPAC).

Reclassification of English Language Learners

U.S.C., Title 5, Sec. 11303

The reclassification procedures used to determine when an EL student is Fluent English Proficient-Redesignated (FEP-R) shall follow the guidelines established by the California State Department of Education (E.C. 313(d)). The requirement for reclassification shall consist of the following criteria:

1. Assessment of English language proficiency using the States English Language Assessment, as provided for by E.C. 60810 pursuant to the procedures for conducting that test provided in Subchapter 7.5 (commencing with section 11510);
2. Comparison performance in basic skills as indicated by the NWEA MAP Assessment Literacy Assessment;
3. Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil; and
4. Parental involvement through:
 - a. Notice to parent(s)/guardian(s) of language reclassification and placement, including a description of the reclassification process and the parent's/guardian's opportunity to participate; and
 - b. Encouragement of the participation of parent(s)/guardian(s) in the school district's reclassification procedure. The school will notify families and answer any questions.

SPECIAL EDUCATION AND SECTION 504

Dailey Elementary serves students with disabilities from kindergarten through fifth grade in compliance with the Individuals with Disabilities Education Act (IDEA).

Child Find

What is Child Find?

The purpose of Child Find is to identify, locate, and evaluate children between the ages of birth through 21 years of age who are suspected of having or a disability, in order to provide appropriate special education services designed to meet the student's educational needs at no cost to the family.

What is Special Education?

Special education is instruction designed to meet the unique learning strengths and needs of the individual student with disabilities from ages birth through 21 years of age. It is defined as:

- Specially designed instruction
- At no cost to the parents
- To meet the unique needs of a child with disability

Special education services may be provided in a variety of educational settings. Special Education services are required by the Individuals with Disabilities Education Act (IDEA) to be delivered in the least restrictive environment.

Who is Eligible for Services?

A student must be evaluated and identified as having a disability to be eligible for special education programs and related services. The eligibility disability categories are as follows:

- Autistic-Like Behaviors/Autism
- Hearing Impairment
- Other Health Impairment
- Visual Impairment
- Deaf-Blindness
- Intellectual Disability
- Specific Learning Disabilities
- Deafness
- Multiple Disabilities
- Speech Learning Disabilities
- Emotional Disturbance
- Orthopedic Impairment
- Traumatic Brain Injury

How Can Children Be Referred?

A written referral may be made by a parent/guardian or by any person concerned about a child. Parent/guardian involvement and agreement is obtained prior to any further action. Information is confidential and the privacy of children and parents is protected.

Section 504 of the 1973 Rehabilitation Act

The Morris E. Dailey Elementary School ("Charter School") Governing Board, Fresno Innovative Charter Schools, Inc. ("FICS") hereby adopts a policy, procedure and parental rights consistent with Section 504 of the Rehabilitation Act of 1973 ("Section 504").

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

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

For more information on Special Education and Section 504, please contact Mrs. Trevino at Rebecca.Trevino@fics.us

PARENT INVOLVEMENT / SUPPORT

Parent Involvement

The IB Primary Years Program sees learning as a partnership between students, parents and the school. Parents can support their student and the school's mission by doing the following:

- Read with your child and share books with them for 30 minutes each day
- Speak in complete sentences with your child
- Assist and support your child in research that connects to their classroom learning
- Ask your student what they learned that day
- Attend student conferences and other school events throughout the year
- Read unit letters and school newsletters
- Support students in their homework and review classwork
- Follow all policies and requirements that are stated and initialed in the enrollment paperwork

Parent Visitation and Volunteering

B.P. 1003

Morris E. Dailey Elementary Charter School ("DESC" or the "School") encourages parents/guardians and interested members of the community to visit the School and view the educational program. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. Nevertheless, to ensure the safety of students and staff, as well as to minimize interruption of the instructional program, DESC has established the following procedures to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance with the Department of Justice and Federal Bureau of Investigation prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with DESC a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis ("TB") risk assessment and, if TB risk factors were identified, was examined and found to be free of infectious TB. If no risk factors are identified, an examination is not required. At the discretion of the DESC Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and Executive Director or designee, at least forty-eight (48) hours in advance.
4. A volunteer may not volunteer in the classroom for more than three (3) hours per month.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide the volunteer may leave their volunteer position for that day.
6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

8. This Policy does not authorize DESC to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
9. DESC may terminate Volunteer's services at any time with or without cause or advance notice, at the School's sole and unreviewable discretion. This Policy is not an employment contract and is not intended to support or initiate an employment relationship.

Visitation

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least seventy-two (72) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least seventy-two (72) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Executive Director or designee.
2. All visitors shall register in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. DESC shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by DESC, consistent with the law. The DESC Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.
4. Except for unusual circumstances, approved by the Executive Director, DESC visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
5. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Executive Director's written permission.
6. Before leaving campus, the visitor shall sign out in the main office.
7. The Executive Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
8. The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt DESC's orderly operation. If consent is withdrawn by someone other than the Executive Director, the Executive Director may reinstate consent for the visitor if the Executive Director believes that the person's presence will not constitute a disruption or substantial and material threat to DESC's orderly operation. Consent can be withdrawn for up to fourteen (14) days.

9. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
10. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Executive Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Executive Director with fourteen (14) days of the denial or revocation of consent. The Executive Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Executive Director shall be held within seven (7) days after the Executive Director receives the request. If no resolution can be agreed upon, the Executive Director shall forward notice of the complaint to the DESC Board of Directors. The DESC Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
11. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
12. The Executive Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Parent Volunteer Committee

The Parent Volunteer Committee (PVC) is comprised of Dailey parents who are taking an active role in the school's activities. The PVC meets after the Director's Chats with the following goals:

- Organize volunteers for school events
- Promote school fundraisers
- Communicate to other parents the items discussed
- Assist with school activities

The PVC has several key positions:

- Grade Level Representatives
 - Communicate with grade level parents the content of the Director's Chat and PVC meeting and/or other school business as directed by the school

Room Parents

Classrooms will select one room parent per classroom that will assist with the following:

- Send group emails to parents with classroom information, donation needs, and/or volunteering opportunities
- Coordinate classroom events that have been approved by the teacher
- Assist with school events
- Promote participation in school events and/or fundraising
- Maintain a positive working relationship with the teacher

In the event that more than one parent is interested in being room parent, a random drawing will be held.

EduText/ATLAS

EduText is a text message service that provides frequent grade and attendance updates to parents / guardians. It is available for students in 3rd – 5th grade and 2nd grade beginning in January.

- Text your Parent Pin (located on student progress report, school office, Atlas Parent Portal and report cards) to 28527 and hit send.

Parent Portal also provides parents / guardians with information regarding assignments and student's current grades.

- Log-in information and directions is sent home at the beginning of the school year to each student. It is also located on student progress reports and report cards.

If you need any additional information on EduText or Parent Portal please contact the school's office.

Donations

Dailey is a non-profit organization and is happy to accept donations of any kind. Dailey's tax ID is available upon donation, please contact the office for more information.

Please refer to the school's website for more information on Amazon Smile.

Fundraising

As non-profit organization, fundraising is a critical component for the success of the instructional and extracurricular program at Dailey Charter. All Dailey parents and community members are encouraged to help develop, plan, and support fundraising opportunities. Please contact the office for more information.

GENERAL INFORMATION

Classroom Celebrations

Classroom celebrations are planned and organized by the classroom teacher with the support of the room parent. Celebrations are held the last 30 minutes of the instructional day.

There are three classroom celebrations:

- Winter Break – December
- Valentine's Day – February
- End of the Year – June

Birthdays

- The school will not host a celebration
- Treats provided by the family are welcome during the last 15 minutes of the instructional day
- Treats must be store bought
- The teacher must be notified prior
- Treats need to be nut free due to student allergies
- Refrigerator and freezer storage space is not available
- Balloons and flowers are not permitted on campus and will be held in the office until the end of the day

Out of respect for our custodial staff we ask that parents do not bring treats that have a large amount of frosting.

Also, to avoid hurt feelings of uninvited students, individual invitations to private parties at home should be either mailed or distributed after school hours off campus. No parties may begin or end on the school campus, including limousines, or private vehicles transporting students to or from campus.

Student Gifts

Although we appreciate parents' intent to acknowledge a special day in their child's life, we also must recognize that these can be very distracting to the learning environment. To protect all students' learning we ask that families do not send balloons, flowers, or any other gifts to individual students. If items are brought or sent to the school they will be held in the office until dismissal.

Student Placement

We do not accept parent requests for specific teachers. We consider the assignment of students to their teachers as an educational decision, which is crucial to both individual student and class success. Careful consideration and deliberate attention is given to each student and the development of each class with the respect to gender, achievement, citizenship, and student needs.

Field Trips

Field trips and on-campus activities are scheduled to support and enrich students' learning.

- Students will need to have written permission from a parent or guardian
- Transportation will be provided by Fresno Unified buses or local charter buses
- Donations may be necessary to offset the cost of transportation
- Scholarships are available for students if needed
- There is no required amount of field trips that grade levels must take in a school year

When volunteers and/or chaperones are needed on a field trip, the following will apply:

- Volunteers are selected through a random drawing
- Classroom teacher will notify parents who were selected from the drawing
- Room parents receive first choice to chaperone
- A Volunteer Application must be completed and cleared by the office to be eligible to chaperone

Off Campus

If a parent or guardian wishes to take their child off campus, they must check-in with the office using the sign-in and sign-out procedures. No adult may take a student other than their own off campus.

If a staff member needs to take a student off campus for a special treat, a permission slip will be sent home prior.

Bicycles at School

Bicycles are brought to school at the owners own risk. Occasionally, bicycles are vandalized or stolen. Unless there is an eyewitness to the offense, there is very little that can be done in the form of retribution. Police reports may be taken for vandalism and theft.

- Bicycles must be parked in the bicycle rack and individually locked
- Bicycles are not to be ridden on school grounds, per City of Fresno's Municipal Code
- All bicycle safety laws must be followed
- Bicycles ridden to school must be walked through the front gate towards the front gate and bike rack
- Riding bicycles in the front of the parking lot and hallways is prohibited for safety. Bicycles being ridden will be picked up and kept in the office and returned to parents.
- Roller blades, scooters, and skateboards may not be ridden or brought on campus. This is also a violation of the Fresno Municipal Code.
- Heeley's are not allowed unless the wheels are left at home.

Student Use of the Telephone

Students have access to the telephones in their classrooms and in the office during school hours. Students wanting to make phone calls to parents are made only on an as needed basis which is determined by school personnel.

Please make all arrangements regarding after school prior to leaving to school. If plans change please call the office and they will inform teachers.

Leaving Dailey Charter

If you are transferring to another school, please notify Dailey's office. Please provide a *three-day* notification that you are withdrawing your child from Dailey. All books and other school materials must be returned before leaving Dailey Charter.

Student Fees

B.P. 5021

The Morris E. Dailey Elementary School ("Charter School") Governing Board, Fresno Innovative Charter Schools, Inc. ("FICS") recognizes that every California public school student is entitled to a free public education. Therefore, Charter School has adopted the following policy regarding charging students' fees for participating in educational activities that are a fundamental part of the curricular and extracurricular program. Nothing in this policy limits a parent/guardian or student's right to voluntarily contribute time or things of value to our schools. This policy is subject to Charter School's Uniform Complaint Procedure.

The Free School Guarantee

In accordance with Education Code Section 49011, "a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity." That includes any fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians for any of the following:

- Registering for or participating in a class or extracurricular activity, whether required or elective and without regard to whether the activity is credit-bearing
- A security deposit or other payment required to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment
- A purchase of any supplies, materials, equipment, or uniforms associated with an educational activity

Education Code section 49010(a) defines "educational activity" as an activity offered by a charter school that constitutes "an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities." That does not include, and therefore a fee may be charged, for non-educational services that a charter school elects to provide such as bus transportation, health services, or nutrition services.

Additional Assurances

With regard to charging fees, Charter School also adopts the following policies:

- No pupil or parent/guardian will be required to request a fee waiver.
- No pupil or parent/guardian will be offered a two-tier educational activity with a minimal opportunity for free and a second, higher opportunity for a fee.
- No pupil will be offered or denied the opportunity to participate in educational activities based on whether his or her parent/guardian contributed money, good, or services to the school.

Voluntary Contributions

Pupils, parents, and guardians are still encouraged to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

RIGHTS AND RESPONSIBILITIES

Rights of Students

- To attend school unless removed under due process as specified in the Education Code;
- To attend school in a secure academic and social climate, free of fear and violence;
- To enjoy the full benefit of their teachers, undiluted by the disruptive student;
- To have ready access to a designated teacher;
- To be fully informed of school rules and regulations;

Responsibility of Students

- To attend school and classes regularly and on time;
- To be prepared for class with appropriate materials and work;
- To know and obey school rules and regulations
- To respect the rights of school personnel, fellow students, and the public in general;
- To demonstrate the Learner Profile; and
- To demonstrate pride in the appearance of school buildings and grounds.

Rights of Parents/Guardians

E.C. 51101-501102

- To expect that their child will spend time at school in a safe, wholesome, stimulating atmosphere engaged in productive activity under the care and direction of a dedicated staff;

- To have assurance that school personnel will at no time preempt parental propagative;
- To be informed of School policies, rules, and regulations and
- To review their child's record with a certificated staff member providing services

Responsibility of Parents/Guardians

- To visit school periodically to participate in conferences with teachers or administrations regarding the academic and behavioral status of their child;
- To provide supportive action by making sure that their child has enough sleep, adequate nutrition, and appropriate clothing before coming to school;
- To maintain consistent and adequate control over their child and to approve of reasonable control measures as applied by school personnel;
- To cooperate with the school in bringing about improvements designed to enhance the educational program offered to students;
- To provide the school with current information regarding legal address, phone, medical data, and other facts which may help the school to serve their child; and
- To become familiar with School policies, rules, and regulations.

Rights of Teachers

- To expect and receive the attention, effort, and participation of the students attending their classes.
- To have parental and administrative backing when enforcing rules designed to provide an optimum learning climate;
- To teach with interruptions held to an absolute minimum regardless of the causes of source; and
- To enjoy the same level of respect and courteous treatment accorded members of the class individually and collectively.

Responsibilities of Teachers

- To consider the personal worth of each individual student as a single, unique, important human being;
- To attempt to equip each learner with the knowledge, skills, attitudes, and values required for successful living;
- To hold students accountable for their actions at all times;
- To assess divergent ideas, opinions, and expressions objectively, and deal with them in a balanced, unbiased manner;
- To keep parents/guardians and students informed with timely or periodic reports, including all pertinent data related to the student's school experience;
- To demonstrate the Learner Profile;
- To consistently critique their own performance with the objective of an ever-growing professional stature; and
- To initiate and enforce individual classroom rules consistent with the school policies.

Right of Administrators

- To initiate such control measures as needed to establish and maintain an environment in which optimum learning and teaching conditional prevail;
- To make decisions on all issues confronting the school, primarily on the basis of what is best for the students;
- To hold students accountable for their conduct; and to take prompt and appropriate action toward those guilty of violations; and
- To expect that all school employees recognize and fulfill their roles in terms of campus control.

Responsibilities of Administrators

- To provide leadership that will establish; encourage, and promote good teaching and effective learning;
- To demonstrate the Learner Profile;
- To establish, publicize, and enforce school rules that facilitate effective learning and promote attitudes and habits of good citizenship among the students;
- To make a determined effort to stay attuned to expressions of student, staff, parent/guardian, community concerns and to react with sensitivity toward them.

POLICIES / EXPECTATIONS

General Complaints Policy

Dailey Elementary School's policy for addressing complaints about instructional materials or school personnel. For complaints regarding instruction, the recourse is for the student or parent to request a meeting with the teacher to discuss the problem. For complaints regarding school personnel, parents can contact or schedule a meeting with the Executive Director. Contact will remain confidential at parent request. The official complaint form can be located in the front office or on the school's website.

Universal Complaint Policy

Dailey Elementary School's policy is to comply with all federal and state laws and regulations. A complaint procedure has been adopted to provide a uniform system for processing a complaint. For a full description and list of possible complaints as well as an official uniform complaint form can be located in the front office and on the school's website.

Communication Guidelines

We welcome ongoing communication with our Dailey community in order to support student success. In order for teachers to use time effectively to plan and prepare quality instruction for your child, and with the direction from the FICS Board of Directors, we want to ensure positive communication throughout the school year.

Please be aware of the following key communication guidelines:

- Communication takes place through:
 - Notes home
 - Student work
 - Rubrics
 - In-person conversations
 - Progress reports
 - Report cards
 - Phone calls
 - Emails
 - Parent Square
- Emails to staff should be brief, respectful, and collaborative in nature.
 - High frequency and lengthy emails take teachers away from instruction and planning.
 - Emails that are negative in nature can be demoralizing to staff who go above and beyond to provide the best possible education to each child on campus and will not be tolerated per Dailey's Civility Policy.
- Email content should entail important information to your student's teacher and office staff regarding your child's academics, illnesses, appointments, and /or other relevant information pertinent to your child's success.
- Teachers will respond to emails during their duty day (7:40 a.m. – 4:30 p.m.) within *three* school days.
- Based on the content of emails, not all emails will receive a response.
 - For example: If an additional copy of a report card is needed, one will be sent home with the student, but would not require a written response to be sent home.

Uniform Dress Code Policy

All students must follow Dailey Dress Code / Uniform Policy every day without exception. The dress code is available on the school website and office. Habitual breaking of the dress code / Uniform Policy will not be tolerated.

If a student attends school out of dress code, please expect the following:

- Verbal Warning from any staff member
- A uniform warning notice will be sent home with highlighted item and returned with a signature
- Phone call from staff notifying parent of the Uniform Dress Code Violation
- Parent and administration meeting

Parents may be required to remedy the dress code requirement in order for the student to be within the Uniform Dress Code Policy if school loaners are not available.

School Vandalism

Please know that we do not allow animals, bicycles, skateboards, scooters, or roller-blading on our school campus at any time. If you see something that seems suspicious on campus after hours, please call Fresno Unified's 24-hour hotline at 457-3000 or the Fresno Police Department at 621-7000 to report your concern.

IB Policies

The following policies can be found on our Dailey website and are available in the office:

- Language Policy
- Assessment Policy
- Academic Integrity Policy
- Inclusion Policy

Board Policies

The following Board Policies are at the end of this handbook:

- Independent Study
- Attendance
- Nondiscrimination Statement
- Suspension and Expulsion
- General Complaints

All other Board Policies are located in the school office.

5013 Independent Study

The Morris E. Dailey Elementary School ("Charter School") Governing Board, Fresno Innovative Charter Schools, Inc. ("FICS") hereby adopts the following policy governing independent study.

Independent Study is an option for any student who will be absent for a period of a minimum of three (3) to a maximum of fifteen (15) consecutive school days. Independent Study requires approval from the Executive Director or designee in writing. A student may participate in a **maximum of two (2) Independent Study programs per academic year**. In an extenuating circumstance (i.e., serious illness, injury, or family emergency) the Executive Director may approve additional Independent Study days after conducting a conference with the student's parent(s)/guardian(s) and teacher.

Independent Study is conducted solely for the educational benefit of the students attending Dailey Elementary Charter School as a means to encourage daily engagement in schoolwork even during times of extended absence. No student is required to request or participate in an Independent Study program during an extended absence. Parents are to give **at least five (5) school days notice** of a request for Independent Study. In an extenuating circumstance (i.e., serious illness, injury, or family emergency), with prior approval from the Executive Director or designee, the student's teacher will work with the parent(s)/guardian(s) to implement an Independent Study program in an expedited manner with less than five (5) school days notice. To the extent possible during a student's extended absence, the Charter School shall provide appropriate existing services and resources to enable each student to complete his/her Independent Study successfully.

The FICS Board has adopted the following written policies for implementation at the Charter School:

- (a) For all students in all grades at Dailey Elementary Charter School in the Independent Study program, the maximum amount of time that may elapse from the time an assignment is made until the date by which a student must complete and return an assignment to his/her teacher via an in-person meeting, facsimile, mail, or other credible method of meeting and review, shall be ten (10) school days.
- (b) When a student fails to complete three (3) or more Independent Study assignments during any period of ten (10) school days, a committee made up of the student's teacher(s) and the Executive Director or designee, shall conduct an evaluation to determine whether it is in the student's best interest to participate in the Independent Study program at Charter School during an extended absence. A written record of the findings of such an evaluation conducted pursuant to this Policy shall be treated as a mandatory interim pupil record and placed in the student's permanent record. This record shall be maintained for a period of three (3) years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

- (c) A current written Independent Study master agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting average daily attendance (ADA) pursuant to that agreement. Each student's Independent Study master agreement shall be renewed each semester, if necessary, and shall include, but is not limited to, the following:
1. The manner, time, frequency and place for submitting a student's assignments and for reporting his or her progress.
 2. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 3. The specific resources, including materials and personnel that will be made available to the student.
 4. A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student's assigned work, and the number of missed assignments prior to an evaluation of whether or not the student should be allowed to continue in Independent Study.
 5. The duration of the Independent Study agreement, including the beginning and ending dates for the student's participation in Independent Study under the agreement. No Independent Study agreement shall be valid for any period longer than one (1) semester or half year.
 6. A statement of the number of course credits, or for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 7. The inclusion of a statement that Independent Study is an optional educational alternative in which no student may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 (expulsion) or 48917 (suspended expulsion), the agreement also shall include the statement that instruction may be provided to the pupil through independent study **only if** the pupil is offered the alternative of classroom instruction.
 8. Each written agreement shall be signed, prior to the commencement of Independent Study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of Independent Study, and all other persons who have direct responsibility for providing instructional assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

(d) Attendance Accounting:

Charter School recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, Charter School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that Charter School is in session, and asks that this "daily engagement" be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the Independent Study period.

Charter School asks that a student's parent/guardian refrain from documenting any "daily engagement" on a day where the student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

- (e) Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.
- (f) Charter School may establish regulations to implement these policies in accordance with the law.

5006– Attendance

It is the intent of the Morris E. Dailey Elementary School ("Charter School") Governing Board, Fresno Innovative Charter Schools, Inc. ("FICS"), to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with Charter School policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parent's/guardians' knowledge or consent except in cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Unexcused Absences/Tuancy for Classroom Based Attendance

Students shall be classified as truant if the student is absent from school without a valid excuse three full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on

three occasions in one school year, or any combination thereof. Such students shall be reported to the Executive Director or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

The Director, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

First Day of School Process:

When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student's failure to attend Charter School and the disenrollment.

Truancy Process:

1. Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the Director or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by Director or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences in a school year, the parent/guardian will receive "Truancy Letter #1" from the School. This letter must be signed by the parent/guardian and returned to the School.
3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-Classification Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the Fresno County Office of Education. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - b. The SART panel will identify the corrective actions required in the future and shall have the authority to order one or more of the following consequences:

- i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school store privileges
 - vii. Loss of school event privileges
 - viii. Required remediation plan as set by the SART
 - ix. Notification to the District Attorney
- c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
 7. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be deemed to have voluntarily disenrolled and notification of the disenrollment will be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian will receive notice that the Charter School has deemed the student to have voluntarily disenrolled and has notified the student's district of residence of the student's disenrollment.

The parent/guardian may appeal the student's disenrollment to the SART panel within five (5) days of receipt of the notice. If no appeal is brought within that five (5) day period, the parent/guardian will be deemed to have waived that right.

Referral to Appropriate Agencies or County District Attorney:

It is the Charter School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART meeting, or if the parents fail to attend a required SART meeting, the parents and the child may be referred to the District Attorney's office for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Nondiscrimination Statement

Morris E. Dailey Elementary School ("DEC") does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

DCE adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

DCE is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). DCE also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. DCE does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which DCE does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. DCE will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the DCE Uniform Complaint Procedures ("UCP") Compliance Officer:

Jeanne Pentorali
3135 N. Harrison Ave, Fresno, CA 93704
(559) 248-7060

5019 – Suspension and Expulsion Policy and Procedures

This Pupil Suspension and Expulsion Policy has been established by the Morris E. Dailey Elementary School ("Charter School") Governing Board, Fresno Innovative Charter Schools, Inc. ("FICS") in order to promote learning and protect the safety and well being of all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has

been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the procedures specified below for suspensions, before the effective date of the action. If the student's parent, student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the

guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement,

whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object, as defined in Non-Discretionary Expellable Offenses below, unless in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife, as defined in Education Code Section 48915(g), at another person.
- c) Unlawfully sold any controlled substance, as defined in Health and Safety Code Sections 11053-11058.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife, as defined in Education Code section 48915(g), at another person.
- c) Unlawfully sold any controlled substance, as defined in Health and Safety Code Sections 11053-11058.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. Consistent with Education Code section 47605(b)(5)(J), the notice shall include:

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Expulsion Hearing

The Charter School may contract with Fresno Unified School District ("FUSD") to administer the expulsion hearing of a student. If the Charter School contracts with FUSD to administer the expulsion of a student, FUSD shall follow the procedures set forth herein and make a recommendation to the neutral and impartial Charter School Board, which shall make the final determination of whether to expel.

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

H. Record of Hearing

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

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel or Board decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

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

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

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final

decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

General Complaints

The Morris E. Dailey Elementary School ("Charter School") Governing Board, Fresno Innovative Charter Schools, Inc. ("FICS"), has adopted this General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Policy against Unlawful Harassment and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

Internal Complaints

(Complaints by Employees against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the Chair of the FICS Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the Charter School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Generally

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about the Charter School generally, or a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (only if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Executive Director or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Executive Director (or designee) finds that a complaint is valid, the Executive Director (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of the Charter School, the Executive Director may take disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the FICS Board of Directors. The decision of the FICS Board of Directors shall be final.

General Requirements

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The FICS Board (if a complaint is about the Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Complaint form is available on the school's website and in the office.

Student Health and Wellness Resources

Student Health and Wellness Resources

Dear Dailey Families,

We understand that growing up can be extremely stressful. It is important to us that our students are healthy and happy. To help ensure students' overall well being, below are resources for students and families in our community.

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- Family Alliance for the Mentally Ill (559) 265-6665
 - Northwest Family Center (559) 225-3222
 - Asi Counseling Services (559) 499-1011
 - Kids Turn (559) 278-0225
 - Youth Link (559) 600-8918
 - ALATEEN (559) 444-0224
 - Uplift Family Services (877) 412-7474
 - Mental Health Systems (559) 225-9117
 - Aid in Divorce Adjustment Problems of Today (ADAPT) (559) 488-6512
 - Fresno Family Counseling Center (559) 278-0300
 - The Sullivan Center for Children (559) 271-1186
 - Metro Area Outpatient Clinic (559) 600-4099
 - Community Behavioral Health Center (559) 449-8000
 - Family and Youth Alternatives (559) 225-9117
 - The Boys Town National Hotline (800) 448-3000
 - Comprehensive Youth Services, INC. (559) 229-3561
 - Fresno County Asian Pacific Islander Clinic (559) 600-5984
 - Alternative Health Consultants (559) 289-0669
 - California Psychological Institute (CPI) (559) 256-2000
 - Kingsview Mental Health (559) 256-0100

