



FAMILY HANDBOOK

2020-2021

SILVER OAK HIGH SCHOOL
22100 PRINCETON STREET
HAYWARD, CALIFORNIA 94541
(510) 370-3334

Silver Oak High School Family Handbook

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GENERAL INFORMATION

SCHOOL HOURS

| | |
|--------------|-------------------|
| School Hours | 8:45 am - 4:00 pm |
| Office Hours | 8:00 am - 4:30 pm |

Mailing Address

All mail and correspondence to the school may be sent to:

Silver Oak High School

22100 Princeton Street

Hayward, California 94541

Email: info@silveroakmontessori.org

Messages and Phone Calls

Any phone calls or messages can be made through the School Office. Calls to the teachers should be made before or after school hours or a message may be left on voice mail. It is highly recommended that you contact teachers via email. TEACHERS ARE NOT AVAILABLE TO SPEAK ON THE PHONE DURING CLASS TIME.

Administration

The School is organized as a California 501-c-3 non-profit corporation that is governed by a Board of Directors. The Principal is responsible for the day-to-day operations of the School. The Board of Directors makes all policy and fiduciary decisions.

Board of Directors

Tom Bauer (Chair)

Murielle Bichard (Secretary)

Vinnie Cespedes

Helga Eckart

Rick McMahon (Treasurer)

Chris Pagel

Organizational Structure

BOARD OF DIRECTORS

SUPERINTENDENT/PRINCIPAL

VICE PRINCIPAL INSTRUCTIONAL COACH DIRECTOR OF SPED OFFICE MANAGER FACULTY/STAFF

Communication

A good communication flow with your student's teachers is highly desirable and should be the principal vehicle for questions that may arise. Family conferences are scheduled throughout the year for this purpose. The School website is maintained to inform parents of the current activities of the School. Please be sure your email address is listed on your student's Emergency Card. Please also make sure you sign up for ParentSquare in order to have important updates, reminders and announcements texted and/or e-mailed to you.

Philosophy

Dr. Maria Montessori developed her method of education more than one hundred years ago to serve disadvantaged children in Rome. Since then, her educational philosophy has established itself in diverse communities worldwide because of its central distinguishing tenet: student-driven education.

Dr. Montessori recognized that the only sustainable foundation upon which to build a love of life-long learning is the self-motivation of the student. Ultimately, students must move themselves toward their own learning. The teacher prepares the environment, directs the activity, and offers the students stimulation, but it is the students who learn and are motivated through learning.

Montessori philosophy is based on the principle that all students carry within themselves the persons they can become. In order to maximize their physical and intellectual potential, students must develop a meaningful degree of independence and self-discipline in an ordered environment.

Dr. Montessori developed the scientifically **"Prepared Environment"** which encourages students to learn according to their own capacities and learning styles. It allows students at various stages of development to flourish in the same classroom.

As the American Montessori Society summarizes: "A Montessori program is based on non-competitive and cooperative activities that help a student develop a strong self-image, high levels of academic and social competence, and the confidence to face challenges. Encouraged to make decisions at an early age, Montessori-educated students are problem-solvers who can make appropriate choices, manage their time, and work well with others. They exchange ideas and discuss work freely. These positive communication skills build the foundation for negotiating new settings."

"Research has shown that the best predictor of future success is a positive sense of self-esteem. Montessori programs, based on self-directed, non-competitive activities, help students develop the confidence to face change with optimism."

Silver Oak High School is a community of learners dedicated to the nurturing of the intellectual, physical, social and spiritual development of the whole person. This holistic approach prepares

students for a successful life of continued self-discovery, social responsibility, and learning. We are committed to expanding the standards of academic excellence through a cross-disciplinary college preparatory program and by integrating research on the developmental needs of adolescents and Montessori principles. Another aspect of our philosophy is to have a community that foment learning. Consequently, it is important that the students, as well as the teachers, support and encourage the learning process of everyone. This creates an environment of trust, respect for others and their ideas, and a commitment to learning. All of this allows for an environment adapted to honoring individuality by addressing the variety of learning styles of our diverse student body, thus ensuring that we have the life-skills necessary to be self-governing, innovative, and productive members of the 21st century's global community.

Characteristics of an American Montessori Society Secondary Program

A Montessori Secondary Program for middle and/or high school students is based upon Maria Montessori's writings and philosophy. While Dr. Montessori clearly articulated a curriculum for Montessori Early Childhood and Elementary age groups, she left only general guidelines for Montessori Secondary programs, writing of the need for secondary school reform that addressed the unique developmental characteristics of 12- to 18-year-olds.

Dr. Montessori's theories, which are today supported by modern scientific research, provide direction for establishing a prepared learning environment for adolescents. These environments integrate vigorous student-centered academic studies with purposeful work, preparing adolescents to become contributing adult-citizens who are self-confident and who possess skills needed to thrive in society.

Developmental Characteristics of the Adolescent (12 - 18 years of age)

We must truly consider this mysterious and wonderful creature which the adolescent is because adolescence, one can say, is not only a period of growth, but rather a great transformation – if you like, a creation. (34th Lecture, 1938)

A Montessori Secondary program is designed to address the needs of students entering a new plane of development characterized by construction of the social self, issues of self-concern and self-assessment, critical thinking, and the continued construction of social and moral values.

During this period, the adolescent demonstrates the following characteristics:

- Adolescents experience a period of tremendous physical growth, the onset of puberty (sexual maturation), and boundless energy.
- Typically, adolescents experience self-awareness and self-criticism, emotional ups and downs, uncertainty, vulnerability (self-doubt and hesitation), argumentativeness, and ego-centrism.
- Socially, they seek solidarity with peers. However, they can be critical of those peers and of adults. Concurrently they crave greater independence. They are concerned with human welfare and dignity, and are often morally and ethically minded.
- Adolescents exhibit novelty-seeking and risk-taking behaviors and seek intensity and excitement as a result of their under-developed pre-frontal lobe (which controls impulses and emotions). They exhibit an increased desire for autonomy, an increased interest in “group-think”, and susceptibility to peer pressure. Adolescents benefit from positive bonds with non-parental adults they can trust.
- Cognitively, adolescents are critical thinkers who question why, are creative and have a greater ability to reason, and are capable of mature thought if framed in a personal context.

Key Features of a Montessori Secondary Program

But above all it is the education of adolescents that is important, because adolescence is the time when the child enters on the state of manhood and becomes a member of society.

(Montessori, 1948. P. 60)

Dr. Montessori did not intend for a Montessori Secondary program to stand-alone. Ideally, Secondary programs grow from Montessori Elementary programs so that the majority of Secondary students have previous Montessori experience over a 3-year cycle. If there are openings, students without a Montessori background may be considered, but it is recommended that they make up no more than 25% of the student body of the school.

The classroom environment is characterized by a student-centered, constructivist approach that enables adolescents to manage time, exercise choice, organize themselves, and practice self-regulation and reflection within a group context. The adolescent community is a mini-society of adolescents and teachers in which relationships are nurtured.

In Secondary I programs, the ideal community classroom will have two adults working together to integrate curriculum content. For example, there are two core academic teachers, or one academic teacher and a specialist or assistant.

In Secondary II programs, the ideal community will have core subject-specific teachers working together to integrate the curriculum content.

The adult-to-adolescent ratios at Secondary I and Secondary II should optimize a sense of community and ensure that teaching staff are able to develop strong personal relationships with their students.

The schedule allows for **uninterrupted work periods** for core curricular subjects (math, science, social studies, language arts, additional world languages, and other core subjects). Uninterrupted work periods honor student choice, foster concentration, and support student engagement in work.

The classroom structure also allows for **multi-age groupings** in core curricular classes. Secondary students may be grouped in 2- or 3-year age groupings as follows: ages 12-14, 14-16, 16-18 (grades 7-8, 9-10, 11-12) or ages 12-15, 15-18 (grades 7-9, 10-12).

Adolescent communities allow opportunities for collaborative work and student leadership as exhibited by:

- Daily student-led community meetings
- A community of learners engaged in collaborative work
- Activities such as structured dialogue and discourse among students, inquiry-based problem solving, and applied scientific method that encourage diversity of perspectives, thoughts, and learning styles
- A culture that fosters compassionate and respectful interactions
- A just society for all, demonstrated through grace and courtesy

Montessori Adolescent programs promote responsible and ethical **use of technology**, with the majority of the school day spent in learning activities and practices that require peer-to-peer and student-teacher interaction.

The Montessori Secondary environment has the necessary **materials and supplies** for academic courses and Erdkinder work.

Curriculum Areas

Study should not be restricted by the curricula of existing secondary schools...the aim should be to widen education instead of restricting it.

Although Dr. Montessori did not create a curriculum for the third plane of development, she did offer a general outline of study. A Montessori Secondary curriculum:

- Meets the developmental needs of the adolescent
- Builds upon the Montessori Early Childhood & Elementary curricula
- Follows the three-period learning design
- Exhibits a transdisciplinary approach to learning
- Includes student-led community meetings and opportunities for collaborative work
- Is student-centered and constructivist as evidenced by students managing time, having choice, organizing, and participating in whole-group decision-making
- Cultivates awe and wonder
- Incorporates time for reflection, silence, and solitude into the daily schedule
- Offers field studies and out-of-classroom excursions designed to cultivate global citizenship
- Requires field experiences in nature that may include land labs, camping, internships, service learning, and outdoor education trips
- Provides experiences that promote a genuine understanding of economics that may include developing and running a business or selling produce at a farmer's market
- Fosters a culture that engenders a sense of hope in the progress and potential of the human spirit

Dr. Montessori emphasized that Montessori Adolescent programs should be rooted in work of the hands and heart, as well as work of the head. Especially for 12- to 14-year-olds, a Montessori curriculum is rooted in “Erdkinder”, the German word for “Earth Children”. As important as intellectual work is at this level, the inclusion of activities in nature (e.g. farming, gardening, physical work) that are directly tied to the adolescent’s heart and hands is emphasized. A minimum of ten days of overnight field study per year, which may be delivered in two 5-day intersessions, is recommended.

A spiral curriculum is implemented to expose students to many interrelated topics, repeatedly over time. The Montessori Secondary program expands upon learning fostered in Elementary programs and includes core curricular courses of language arts, mathematics, sciences, and social studies that are cognitively challenging in scope. In addition, students take specialized courses including world language courses, visual and performing arts, health, and fitness, among others and participate in field studies linked to themes, academic work, and service learning. Practical Life at the Secondary level includes student use of checklists, work plans, planning calendars, and/or study guides that promote executive functioning skills such as time management, organization, and decision-making.

Montessori Secondary students engage in independent, interest-based research projects that integrate core curricular areas and electives. The scope of these projects matches the developmental level of the students, beginning in Secondary I and culminating in a High School Senior Thesis project and presentation.

The Montessori Secondary curriculum emphasizes the nobility of work—that is, meaningful work done with humanity and purpose. The curriculum allows for differentiation and choice, supports engagement and focus on all work tasks, and promotes mastery learning. Lessons and activities encourage active engagement, questioning and dialogue. Students use self-evaluations and rubrics to reflect on and self-assess their learning.

Role of the Teacher at the Secondary Level

(Teachers) should have the proper qualification for teaching in secondary schools, but this does not mean that they should be free to use their own methods, for they must agree to adopt special methods ... these teachers should be open-minded, ready to take part in a new experiment.

Montessori Secondary teachers are viewed as facilitators and student-centered guides, compared with “traditional” teachers who provide direct instruction. As such they are required to complete a highly specialized course of training and earn an AMS Secondary credential. Procedures and practices for fully implementing a Montessori Secondary program are specifically taught to adult learners in teacher education programs. These practices are developed during and after the completion of training, so that each Secondary program is individual and unique based upon the program location, the school culture, and the needs of the adolescents.

Montessori Secondary schools must have core teaching faculty who hold (or are in the process of earning) an AMS Montessori Secondary credential. Core subjects can include math, language arts, social studies, sciences, foreign languages, and Erdkinder.

The Montessori Secondary teacher fosters teacher/student/peer interactions that exhibit respect, and grace and courtesy. The Montessori Secondary teacher will:

- Complete a highly specialized AMS Secondary course that focuses on appropriate processes for teaching and learning in the third plane of development and earn an AMS Secondary credential
- Apply current research in the field of adolescence that align with Montessori process and content
- Serve as an inspiring role model
- Practice personal and professional reflection, self-care, and renewal activities on a regular basis
- Recognize and supports the development of positive qualities in the adolescent by maintaining a vision of what students can become, and providing support and encouragement for each student to achieve his or her full potential
- Observe and respond to adolescent needs for leadership, movement, creativity, problem-solving, responsibility, independence, and autonomy
- Demonstrate mastery of curriculum content by providing whole group lessons, mini lessons, and individual coaching to students
- Create work that helps students synthesize learning
- Foster and support cooperation and collaboration within the adolescent community
- Assist the adolescent in finding her/his place in society

Role of the Family at the Secondary Level

During the difficult time of adolescence it is helpful to leave the accustomed environment of the family in the town and go to quiet surroundings in the country, close to nature.

(Montessori 1948. P.80)

At the third plane of development, the role of the adults in the family changes from what it was during the earlier years. Their role is to:

- Learn about the unique characteristics of adolescents and the Montessori Secondary program
- Advocate for the healthy development of their adolescent’s unique identity and belief system
- Set and maintain firm but reasonable limits and enforce those limits consistently
- Encourage the appropriate development of their adolescent’s independence
- Recognize and honor the importance of the adolescent community

Dr. Montessori recognized the important role of families at all developmental levels. She understood that young people entering adolescence were no longer children and not yet adults. One goal of the Montessori Secondary program is to help the family adapt to the transitional dynamics of adolescence. For example, in order for the student to experience real-life decision making, family members are discouraged from supervising field studies. On the other hand, it is imperative that the family attends student-led conferences that celebrates the student’s growth.

Essentials of a Montessori Secondary Program

The seven essentials listed below are provided to communicate clearly what are considered the core essentials for a Montessori Secondary program. It takes time to implement all the features and aspects described above. In an effort to assist programs that would benefit from a clear list of core requirements, the seven essentials for a Montessori Secondary program are:

1. Have at least 8 students
2. Have multi-age groupings in core curricular classes. Secondary students may be grouped in 2- or 3-year age groupings as follows: ages 12-14, 14-16, 16-18 (grades 7-8, 9-10, 11-12) or ages 12-15, 15-18 (grades 7-9, 10-12).
3. Is student-centered and constructivist as evidenced by students managing time, having choice, organizing, and participating in whole-group decision-making
4. Have student-led community meetings and opportunities for collaborative work.
5. Have a schedule that includes work periods that are 90 minutes or more in length for four days per week
6. Have the necessary materials and supplies for implementing academic courses and Erdkinder work.
7. Have core teaching faculty who hold (or are in the process of earning) an AMS Montessori Secondary credential

Montessori Secondary teacher education programs may have additional requirements.

AMS School Accreditation

Schools that are working toward AMS School Accreditation status must meet the criteria outlined by the AMS School Accreditation Commission (SAC). The accreditation criteria aligns with the features described above and provide greater specificity as well as elements required for all levels.

Resources to Support Montessori Secondary Programs

AMS Montessori Uninterrupted Work Period: See www.amshq.org > School Materials

AMS School Accreditation Standards and Criteria: See www.amshq.org > AMS School Accreditation

AMS Suggested Materials Lists: See www.amshq.org > School Resources > Classroom Materials

Readings to Support Montessori Secondary Programs

Allen, Joseph and Allen, Claudia Worrell. *Escaping the Endless Adolescence: How We Can Help Our Teenagers Grow Up Before They Grow Old*. New York: Ballantine Books, 2009.

Breiman, Robyn and Coe, Betsy. "Why Sixth-Graders Should be in a Montessori Upper Elementary Program." *Montessori Life*. Summer 2016, Vol. 28, No. 2.

Csikszentmihalyi, Mihalyi. "Flow and Education." *The NAMTA Journal*. Cleveland Heights, 1997.

Donahoe, Marta and Scholtz, Barb. "Montessori for the Third Plane of Development." *Montessori Life*. Fall 2016, Vol. 28, No. 1.

Donahoe, Marta, et. al. "Best Practices in Montessori Secondary Programs." *Montessori Life*. Summer 2013, Vol. 25, #2.

Goleman, Daniel. *Emotional Intelligence: Why it Can Matter More Than IQ*. New York: Bantam Books, 2005.

Kessler, Rachel. *The Soul of Education*. Alexandria: Association for Supervision and Curriculum Development, 2000.

- Montessori, Maria. "The Physical and Psychological Development of the Adolescent." (1938). Double Theme Issue on Montessori and the Adolescent; *Journal of the Association Montessori Internationale*. Amsterdam: Association Montessori Internationale. (2011).
- Montessori, Maria. "The Adolescent – A Social Newborn." 1938. Double Theme Issue on Montessori and the Adolescent; *Journal of the Association Montessori Internationale*. Amsterdam: Association Montessori Internationale. (2011).
- Montessori, Maria. *Education and Peace*. (1949). Chicago: Henry Regnery Co., 1972.
- Montessori, Maria. *From Childhood to Adolescence*. (1948). Oxford: Clio Press, 1994.
- Piche, P. (2017). There's no such thing as the real world. *Montessori Life*, 29 (3), 68.
- Siegel, Daniel. *Brainstorm: The Power and Purpose of the Teenage Brain*. 2013. New York: Penguin. 2015
- Sternberg, Laurence. *The Age of Opportunity: Lessons from the New Science of Adolescence*. 2014. Boston: Houghton Mifflin. 2015

Silver Oak High School Mission Statement

Silver Oak High School is an American Montessori Society college preparatory program guiding a diverse community of learners for lives of achievement.

Silver Oak High School Vision Statement

Silver Oak provides a rigorous Montessori education, through individualized and collaborative mastery learning. Students become lifelong learners who achieve personal growth and develop social responsibility. Based on the principles of inclusion, acceptance, respect and trust, students become mindful individuals and engaged innovative leaders of the future. By promoting critical thinking, creativity and imagination, Silver Oak prepares students to become active participants in the evolving global community.

Admission Procedure

Silver Oak is nonsectarian in its admission and enrollment policies. All pupils are considered for admission without discrimination, based on any characteristic listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race, 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, including immigration status, or association with a person or group who has any of the aforementioned characteristics).

Students interested in enrollment are welcome to partake in a “shadow” visit in the classrooms which is followed by an interview with the Principal. At that time, if admission is still a goal, the student must complete the “Silver Oak High School Application for Admission” for consideration as early as October of the prior year. A lottery then takes place in February.

Fund Development

The fundraising program of the school should exemplify the best qualities of the institution and reflect the highest standards of personal and professional conduct. The

following Principles of Good Practice are addressed to those involved in the school's fundraising operation -- trustees, school leaders, alumni/ae, officers and staff, volunteers, consultants, and business officers.

1. The school establishes a well-constructed development plan to guide its fund-raising activities.
2. The school is mindful and respectful of the cultural and economic diversity of constituent supporters.
3. The school accepts only gifts that support its mission, character, integrity, and independence.
4. The school understands that accepting a gift is accepting the obligation to honor the donor's intent.
5. The school advocates stewardship (preserving and growing the resources of the school), as well as nurtures, appreciates, and sustains an ongoing healthy and effective relationship with its constituents.
6. The school safeguards its constituents' privacy and all confidential information.
7. The school encourages donors to consult with their own professional tax advisors when making charitable gifts.
8. The school complies with all provisions of the U.S. Tax Code that affect charitable giving.
9. The school, as appropriate, discloses to its constituents gifts received through philanthropy.
10. To ensure financial sustainability, the school makes certain that income earned from endowment is spent wisely and equitably. In doing so, the school ensures that endowments maintain their real value over the years so that future generations benefit as much or more from endowment as current and past generations.
11. The school adheres to accepted standards concerning the management and reporting of gift revenues and fund-raising expenditures.

Silver Oak High School Calendar

Please see the school website www.silveroakmontessori.org to view our yearly calendar.

ParentSquare reminders are sent out to notify families of school breaks, observed holidays, staff development days and school events.

Faculty and Administration

Please see the school website www.silveroakmontessori.org for Faculty and Administration bios and contact information.

Academic Program

Required Courses and Electives

Silver Oak High School courses of study reflect an integration of the current standards of educational requirements, the newest research on the developmental needs of adolescents, the Montessori philosophy, state of the art current learning theory, and the predictions of the skills needed for a productive life in the twenty-first century. The curriculum and instruction is designed as a four-year program in which students earn at least three hundred and ten (310) credits from Silver Oak High School. The School offers a challenging curriculum. Students are expected to complete core classes with 70% mastery on assessments.

Graduation Requirements

Students must earn forty (40) credits of English Language Arts, forty (40) credits of Mathematics, forty (40) credits of Science, forty (40) credits of Social Science, forty (40) credits of World Languages (with three years in one language), twenty (20) credits of Self-Construction, twenty (20) credits of Art and Technology, ten (10) credits in Theory of Knowledge/Psychology, fifteen (15) credits for Senior Thesis/Senior Internship, twenty (20) credits of Health Fitness, twenty (20) credits of STEAM electives and five (5) credits of Business Entrepreneurship.

| | |
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| English Language Arts (Composition & Communication, World Literature, Multi-Cultural Literature, American Literature) | 40 |
| Mathematics* (Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus) | 40 |
| Science (Biology, Environmental Science, Chemistry, Physics) | 40 |
| Social Studies (World Cultures, World History, US History, US Government/Economics) | 40 |
| World Languages* (Spanish or Mandarin**) at least three years in the same language | 40 |
| Self-Construction Advisory/College Counseling/Intersession) | 20 |
| Health Fitness (PE)– 5 each semester | 20 |
| STEAM Electives – 5 each semester | 20 |
| Psychology/Philosophy (Theory of Knowledge) | 10 |
| Business Development (Business Entrepreneurship) | 5 |
| Art & Technology (Digital Media/Media Arts) | 20 |
| Senior Thesis / Senior Internship | 15 |
| Minimum Credits | 310 |

Community Service

Students are required to complete 100 hours of community service by the end of their senior year for the 2020-2021 school year.

***Concurrent Enrollment**

A 4th year of Mathematics or World Languages can be replaced by a college course, should a senior choose to participate in Concurrent Enrollment at a local community college.

****Mandarin 2020-2021**

For the duration of the 2020-2021 school year, this course will only be offered as an elective.

Health Fitness/PE

Four (4) semesters (5 credits each semester) of Health Fitness can be earned in one of three ways:

1. The school offers sports teams (based on interest) and is a member of BACSAC (Bay Area Charter School Athletic Conference). Volleyball, basketball, soccer, and baseball teams may be available, according to student interest. Students who participate in school-sponsored athletics receive five (5) credits in Health Fitness for each season they play. Eighty percent (80%) participation in games and practices is required to receive credit.
2. The school offers health fitness classes each year. Students who participate in athletic classes will receive five (5) credits in Health Fitness for each class they take. A passing grade of 70% or CR is required for the student to receive credit.
3. The school allows students who participate in out-of-school, organized, coached extracurricular physical activity, for at least four (4) hours a week for sixteen (16) weeks, to receive five (5) credits in Health Fitness for each semester they participate. The extracurricular must be in the same activity or sport. A signed contract with the extracurricular instructor/coach and a log of all hours is required in order for students to receive credit. Please see the Athletic Director or Academic Counselor for required forms.

Semester/Quarter Schedule

Each year there are two semesters of work. The first semester is composed of two eight-week quarters. The second semester is comprised of two nine-week quarters. At the end of each quarter assessments are scheduled in the areas of Science, Social Studies, World Languages, Math, English, Digital Media/Media Arts (9th/10th grades) and Philosophy/Psychology (11th grade). In Spring a one-week intersession is scheduled. At the beginning of each year and/or semester, qualifying students identify the level (regular or honors) in which they are going to work for each core class. At the end of the quarter, there is a final assessment. The quarter format is designed to help students learn organizational, decision-making, and time management skills.

School Work

The school day is divided into two kinds of work: individual and group. Classes are on a college-type block schedule of M-Th or T-F.

Individual work is designed to create a “match” with the skills, abilities, and interests of each student. Individual work is assessed individually with mastery assessments that may be written or oral. There is an opportunity to do Extension work in freshman classes and Honors work in sophomore, junior

and senior classes. Parents are asked to support their adolescent by providing a family schedule that allows time and space each evening for schoolwork. For concentrated learning to occur, students should study without the distractions of television, music with words, or phones. Students' assignments are given out at the beginning of each unit of study. Thus, students know their assignments in advance, so they can learn to plan ahead and avoid conflicts, late night studying or "cramming".

Group work is done in randomly assigned groups in which individuals work together for eight/nine weeks. These groups complete academic tasks in the semester long courses. Group work in semester-long courses are assessed using rubrics and self-assessments.

Mastery Learning

Mastery learning is a form of personalized learning that gives students the time they need to master particular skills before progressing to the next level of work. The student takes on the responsibility of learning a skill, versus merely accepting a low grade and never really learning the information. The teacher's job is to break down the learning into steps, to offer suggestions for internalizing the knowledge, and to allow the time necessary to learn the information. According to research, the advantage of mastery learning is that it offers clear expectations, fosters mastery of a unit of study, is not competitive, and encourages student responsibility.

The faculty requires mastery learning of at least a C- letter grade on assignments. **All students must meet all assignment deadlines.** However, all students will be allowed to re-work some assignments, specified by the teacher, that are submitted by the original deadline. Those re-worked assignments must be submitted within one (1) week of the original due date.

Experiential Learning

As in all levels of Montessori education, there are opportunities for discovery and experiential learning in which participation is the goal. However, there are some areas in particular that emphasize experiential learning. These areas are career education, outreach projects, electives, intersessions and internships. Students who do not participate fully in any one of these areas do not receive credit on their transcripts for that respective class.

Multiple Intelligences

Recent discoveries about the nature of human intelligences have indicated that we have the ability to enhance and amplify our intelligences, and that intelligence is a multiple reality that occurs in different parts of the brain/mind system. During Orientation Week students take a survey of where they are on the continuum of each of the nine intelligences as identified by Howard Gardner in his book, Frames of Mind. The nine intelligences are verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, natural and visionary. Students are asked to and assisted in designing their work to include each of the intelligences and reflect upon their growth in each area.

Service Learning

Service Learning is a method by which young people learn through active participation in thoughtfully organized service experiences that meet a genuine community need and are coordinated in collaboration with the school and community. There are three parts to service learning: preparation, participation, and reflection/application. The young people participate in the planning and decision-making of the activity. It is integrated into the academic curriculum and then includes time for thinking, talking or writing about the experiences. These processes provide opportunities to use newly

acquired academic skills and knowledge in real life situations in the community. They extend student learning beyond the classroom and help to foster the development of a sense of caring for others.

Adolescents are going through immense physical and emotional changes. They are struggling with their sense of identity. They need opportunities for the exploration of self, their emerging interests and the immediate, wider world around them. Service learning provides projects in which:

- the students have meaningful contact with adults;
- they can develop a sense of responsibility;
- their participation makes a clear difference, and they feel valued and gain self confidence;
- they develop decision making skills dealing with real problems;
- they have to deal with the consequences of their decisions;
- they can see the connections between the classroom and the community and apply their learning to reinforce concepts, information, processes, and skills taught in the classroom;
- the students experience a variety of roles;
- students cooperate with others to realize a goal, and they can see the concrete outcome of their efforts;
- they develop the ability to interact and work with people different from themselves;
- they prepare to become contributing citizens by learning habits and skills of active citizenship that foster an ethic of service;
- they become aware of community needs;
- they gain a sense of belonging and community membership; and
- they develop empathy and a sense of caring.

In summary, service learning has great potential for both young people and society, both now and in the future.

Academic Courses

University of California A-G Articulated Required Courses

History/Social Science (“a”)

World Cultures (10 credits)

In this course of World Cultures, students take a comprehensive look at cultures around the world and how geography plays a role in cultural development and geo-political regions. In this comprehensive course, students develop an understanding of geography and its interaction with cultures around the world. Through rigorous reading, critical thinking skills, and mapping activities, students learn about the beginnings of civilization and the developments of culture and traditions. As geography plays a role in the development and changes within a culture, this course offers opportunities to review and practice geography skills and brings opportunity of understanding the effects of geography on cultural areas throughout time. Throughout this course of study, students will develop an understanding of the values, differences, and the uniqueness of cultures around the world.

U.S. History (10 credits)

This course examines the major turning points in American history beginning with the Montessori Great Lessons, including the universe story and the study of people to modern day. In this first quarter, we will study Indigenous cultures in North America and the events leading up to the American Revolution. These events will be studied through the lens of contemporary world issues such as American identity, globalization, economic interdependence, terrorism and world cultures to enrich our understanding of international conflict and cooperation. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the ninth/tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

World History (10 credits)

World History is a year-long required course that explores the key events and global historical developments since the Paleolithic age that have shaped the world we live in today. Modern World History covers all aspects of human experience, ranging from economics, religion, philosophy, science, and literature and the arts to politics and law, as well as military conflict. The major historical units will include the following: Early Modern Times, Enlightenment and Revolution, Industrialization and a New Global Age, World Wars and Revolutions, and the World from 1945 to the Present.

This course will illustrate connections between students' lives and those of ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will build upon their ability to read for comprehension and critical analysis by summarizing and paraphrasing, note taking and organization, categorizing, comparing, and evaluating information, as well as writing clearly and

convincingly, expressing facts and opinions orally, and using technology appropriately to present information.

U.S. Government (5 credits)

Students in grade eleven and twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as *The Federalist*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

English (“b”)

Composition and Communication (10 credits)

This one-year course is designed for students in ninth and tenth grade and addresses the California state content standards in reading, writing, listening and speaking, and is intended to prepare students for the rigors of any four-year university English program. The thematic focus is *The Individual in Society* and will help students expand their vocabulary and emphasize the art of writing effectively and comprehensively and provide students with the necessary skills and knowledge to fulfill the high school English requirement. Students will develop their thinking-in-writing by practicing a variety of writing modes including description, narration, and literary analysis. Students will read, discuss, analyze, interpret, debate, write and present orally on readings from *Of Mice and Men*, *The Odyssey*, *Romeo and Juliet*, *To Kill A Mockingbird*, and *Bless Me Ultima*. Through the readings and in-class exercises, students will develop more sophisticated responses to literature, learning to create and support inferences about characters, moods, themes, etc.

World Literature (10 credits)

This course presents ninth and tenth grade students a study of the development of world literature from ancient times through the present. With emphasis on major authors and literary trends, all forms of literature will be covered, including poetry, prose, and drama. Discussion and written assignments will stress insight into the works and the correlation of history, culture, literature, and other fine arts. Emphasis will be placed on critical, analytic reading skills, participation in-depth, constructive class discussion, and critical, evaluative writing.

Students will achieve mastery of all standards identified as high and medium frequency standards on the California Standards Tests, with a concerted effort to encourage mastery of low frequency standards as well. Students will read with a critical and analytical focus; identify, describe and utilize a sophisticated literary and rhetorical forms and devices; conceive, write and edit cogent essays in the autobiographical, narrative, reflective, persuasive and technical modes; communicate in speech and writing with clarity, effective style and eloquence; demonstrate mastery of standard English usage, spelling, punctuation and grammar; read at least 1000 pages per year outside of assigned class text to develop an extensive background in a diverse body of high quality literature; engage in intelligent discussion through active listening and constructive discourse; demonstrate tolerance for the points of view and beliefs of other people and cultures and demonstrate the highest level of personal and academic integrity.

U.S. Literature (10 credits)

The American literature course is designed to prepare students in the eleventh and twelfth grades for the rigorous academic program they will encounter at a four-year college or university. Throughout

the course, students learn to read challenging and engaging texts from a variety of genres and literary periods through deep reading, annotating, and questioning. They draw meaning from minor and major texts alike. Academic discourse--Socratic Seminar--is a key part of the curriculum; students learn how to use sophisticated, academic vocabulary and sentence stems in order to effectively engage in meaningful discussions about coursework. Students continue to improve their verbal communication skills through informal and formal presentations, including a major exhibition essay and presentation given at the end of each year to a panel of teachers, parents, and community members. Students participate in both informal and formal styles of writing, learn what makes writing effective, and learn how to improve their language conventions, word choice, organization, and style. They analyze text in the historical context of United States history. At the end of the course, students should be prepared to successfully accept the challenge of difficult texts and be able to write detailed, organized essays with textual evidence.

Multi-Cultural Literature (10 credits)

In Multi-Cultural Literature students in the eleventh and twelfth grades will read and analyze contemporary literature in a variety of genres from multicultural perspectives. Novels, short stories, and poems will be closely examined, not only for their plot, character, literary devices, and thematic development, but also in light of their cultural context. Articles, essays, and other non-fiction texts will be examined for their content, rhetorical devices, and political/philosophical assumptions. Students will begin to see literature as a vehicle for understanding global issues. In addition to their study of literature, students will practice writing for a variety of purposes and audiences. Students will combine the rhetorical strategies of narration, exposition, persuasion, and description to produce clear and coherent texts that convey a well-defined perspective and tightly reasoned argument. Students will utilize the writing process, with a focus on revision, to engage their reader with a well-developed voice and style, employ a logical organizational pattern, and develop their arguments with reasoning, examples, and analysis. Students will also utilize computer technology, responsibly research topics, successfully incorporate their findings into their own writing, and properly document their sources. During the second semester, students will practice self-directed learning by completing an extensive self-designed research project. Vocabulary will be developed by studying Greek and Latin roots and by examining new words in literary context. Grammar skills will be enhanced through careful revision of student writing.

Mathematics (“c”)

Algebra I (10 credits)

This course offers a comprehensive look at algebraic concepts including algebraic foundations, functions and relations, equations, linear equations and functions, polynomials, rational expressions and functions, inequalities, systems of equations and inequalities, radical expressions and functions, quadratic equations and functions, absolute value equations and inequalities, and probability and data analysis. The curriculum emphasizes a multi-representational approach to algebra, with concepts, results, problems being expressed graphically, analytically, and verbally, performing operations with real numbers, applying properties of real numbers, and reasoning with real numbers. As students study each family of functions, they will learn to represent them in multiple ways- as verbal descriptions, equations, tables and graphs. Students will derive solutions based on logic and hands-on inquiry based studies that are intended to give each student a strong base in all mathematics. Students will also learn to model real-world situations using functions in order to solve problems arising from those situations. Lastly, Algebra 1 sets a solid foundation for entry and completion of Geometry and Algebra 2, as it presents basic concepts that are expanded upon in later levels of mathematics.

Algebra 1 course incorporates the Common Core State Standards for Algebra 1. In addition to these content standards, the Common Core Math Practice standards are embedded in every unit of the course. These practices rest on important processes, critical thinking proficiencies, and growth mindset attitudes that are constantly developed while understanding the content.

Algebra II (10 credits)

Algebra 2 is a college preparatory course that expands upon concepts learned in Algebra 1 and Geometry. Reviews of algebraic and geometric concepts are integrated throughout the course. Emphasis will be placed on abstract thinking skills, the algebraic solution of problems, probability and data analysis, coordinate geometry and trigonometry and the families of functions; including quadratic, linear, exponential, logarithmic, radical and rational functions. This course sets a solid foundation for entry and completion of advanced math and other higher-level advanced math courses.

Geometry (10 credits)

Geometry brings math to life with many real-life applications. Examples of mathematics in sports, engineering, and carpentry will be shown throughout this course. Three key aspects of geometry that will be emphasized are measuring, reasoning, and applying geometrical ideas. This is a year long course presents the major skills and concepts of geometry necessary for a student to describe and measure their world. Students develop analytical thinking skills that will allow them to solve problems involving geometric figures and logical thinking, including the development and use of geometric theorems involving proof, congruence, similarity, perimeter area and volume with a wide variety of geometric figures. The use of the Pythagorean Theorem and trigonometric functions are also emphasized. This is a prerequisite course for Algebra II.

Pre-Calculus (10 credits)

Pre-calculus is primarily a course to prepare students for Calculus with emphasis on problem solving. Content includes polynomial and rational functions, complex numbers, sequence and series, conic sections, parametric equations, limits, and an introduction to Calculus. The Pre-calculus course will give students the background needed to facilitate a smooth transition to college-level Calculus. Pre-calculus draws from different areas within the California Mathematics Academic Content Standards: Mathematical Analysis, Linear Algebra, and Calculus. Students will become familiar with, and use graphs of polynomial functions with an emphasis on the zeros and graphs rational functions with an emphasis on asymptotic behavior. Students will evaluate patterns to find the sum and general terms of arithmetic and geometric sequences and series. Students will analyze conic sections, both analytically and geometrically and apply and graph parametric equations. Students will find the limit of certain sequences and various functions, the slope of the tangent line and the derivative of a function.

Calculus (10 credits)

Calculus is a one year course designed to meet or exceed the California State Standards for calculus. This course will prepare students for college level Calculus. The course will cover differential and elementary integral calculus at an introductory level. After achieving this solid fundamental understanding of calculus, our students will be well prepared for the rigor of college level mathematics. Topics, which will be covered in Calculus, include limits, derivatives, definite integrals, indefinite integrals, and applications of these topics. Topics will be explored graphically, numerically, algebraically, and verbally. Subtopics include products, quotients, the calculus of logarithmic functions, growth and decay, plane and solid figures, algebraic calculus techniques, and the calculus of motion.

Integrated Math (10 credits)

The purpose of Integrated Math is for students to develop a basic understanding of functions,

especially linear functions and equations and to work with geometric transformations to understand congruence and properties of geometric figures. This course also has students learn how to represent and interpret categorical and quantitative data and use the modeling process for algebraic and geometric models. The first half of the course focuses on algebra and function concepts. Students see structure in expressions, create equations to describe numbers and relationships, and reason with equations and inequalities. They explain the real number system as including rational and irrational numbers and use the properties of rational exponents. Students consider units when they reason about quantities. They learn to interpret, build and compare functions, especially distinguishing linear functions from non-linear functions. The second half of the course focuses on geometric and statistic concepts. Students learn to recognize precise definitions and to make geometric constructs. They learn about congruence using rigid motions and modeling real-world situations with geometry. Students also learn how to interpret categorical and quantitative data using representations and measures of center, variation, and descriptions of the shape of the data.

Laboratory Science (“d”)

Environmental Science (10 credits)

The content of Environmental Science provides students with an overview of their planet from the structure of the Earth itself to its surface and the atmosphere, including California geology. In this course, students will have a sound basis for understanding the science of geology, including Earth's place in the universe, dynamic Earth processes, energy in the Earth system, biogeochemical cycles, and structure and composition of the atmosphere. Key vocabulary and concepts are stressed throughout.

Environmental Science covers the forces involved in the Earth and the Earth's interactions with the Exosphere. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding the core concepts in Earth Science, students will participate in investigations and experimentation throughout the course. In this process, they will distinguish between hypotheses and theories, identify possible reasons for sources of error, and investigate at least one controversial societal issue by researching the literature, analyzing data and communicating the findings. Students will be able to define scientific terminology in order to foster the ability to read, interpret, and understand scientific literature. They will develop and demonstrate an understanding of fundamental principles that will be applied in subsequent science courses. Students will develop an appreciation for the natural processes that occur on Earth and how those processes impact and affect the environment. Students will become aware of and be able to express themselves critically concerning the major environmental issues which affect the health of their community and the world in which they live.

Biology (10 credits)

Biology is a year-long course designed to meet college entrance requirements as a laboratory science. Students will demonstrate the ability to use scientific skills and apply biological concepts to explain living organisms at the cellular and organ/system level, their interactions with the environment, and their life cycle. The material presented in the course includes cell biology and basic chemistry, genetics, evolution and natural selection, human physiology of the human body and ecology. The Biology course is designed to give students an overview of the key concepts and theories in life science. It builds upon the concepts and skills taught in earlier science classes, and prepares students for a college level science course. Biology students will practice the scientific process to think critically about the phenomena they observe every day. They will make claims about their observations and support those claims with evidence and reasoning. And they will reflect upon and evaluate the validity of their experimental work products. The content is divided into units: cell

biology, genetics, evolution, ecology, and physiology. The cell biology unit begins by investigating macromolecules and their roles in cell processes. Students investigate cell processes with experiments and can explain using models.

Chemistry (10 credits)

The course is designed to be a laboratory-based course in chemistry. The level of instruction is to be at a level that will provide adequate preparation for entry into a college level chemistry class. This course studies chemical reactions and the factors that influence their behavior. The major topics will include atomic and molecular structure, bonding patterns, nuclear chemistry, conservation of matter and stoichiometry, states of matter, solutions, thermodynamics, chemical equilibrium, and redox reactions. This is an introductory course to College level Chemistry courses. Students will be involved in a number of different learning approaches, such as classroom work, laboratory sessions and the application of mathematics and problem solving. The students will gain a deeper understanding of familiar concepts, such as atomic and molecular structure, chemical bonds, conservation of matter, stoichiometry, gases, solutions, chemical thermodynamics, acids, bases, reaction rates, chemical equilibrium, organic chemistry, biochemistry and nuclear processes. The course is designed to help students think like scientists and to encourage students to explore careers in science. The laboratory skills developed will be critical for success in a college level class and in life. The students will be expected to, not only understand key concepts, but to apply, analyze, and synthesize these concepts. These higher level-thinking skills are essential to achievement for the next academic stage.

Physics (10 credits)

This is an introductory course in the foundations of physics. This course will help students develop an intuitive understanding of physics principles, as well as utilize their math training to solve problems. Laboratory learning will be a major component of the course to help students understand physics concepts as well as provide training in sound laboratory techniques. The ultimate goal of this course is to help students develop the critical thinking skills needed to solve real world problems, and to encourage an appreciation for physics and the sciences.

World Languages (“e”)

Spanish I (10 credits)

Spanish 1 is a beginning college preparatory course. By the use of formulaic language in relevant settings, students will listen, read, speak and write in the target language. Grammar is presented in a meaningful context. Class is conducted in the target language.

The purpose of this course is for students to acquire the Spanish language and learn about different Spanish speaking cultures through writing, speaking, reading and listening. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken language on a variety of topics. Students will demonstrate an understanding of the relationship between the practices, products and perspectives of the Spanish speaking cultures. Students will reinforce and further their knowledge of disciplines through the Spanish language. They will acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures. They will demonstrate an understanding of the nature of language through comparisons of the Spanish language and their own. Students will use Spanish both within and beyond the school setting. They will show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Spanish II (10 credits)

The Spanish 2 course is a continuation of the previous course. By the use of created language in relevant settings, students will continue to develop their listening, reading, writing and speaking in the target language. Grammar continues to be presented in a meaningful context. Class is conducted in the target language.

The purpose of this course is for students to acquire the Spanish language and learn about different Spanish speaking cultures through writing, speaking, reading and listening. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken language on a variety of topics. Students will demonstrate an understanding of the relationship between the practices, products and perspectives of the Spanish speaking cultures. Students will reinforce and further their knowledge of other disciplines through the Spanish language. They will acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures. They will demonstrate an understanding of the nature of language through comparisons of the Spanish language and their own. Students will use Spanish both within and beyond the school setting. They will show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Spanish III (10 credits)

The Spanish 3 course is an intermediate course; students use planned language in reading, writing, speaking and listening. Students continue to accelerate to use extended language by the end of this course. Class is taught in Spanish.

The purpose of this course is for students to acquire the Spanish language and learn about different Spanish speaking cultures through writing, speaking, reading and listening. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken language on a variety of topics. Students will demonstrate an understanding of the relationship between the practices, products and perspectives of the Spanish speaking cultures. Students will reinforce and further their knowledge of other disciplines through the Spanish language. They will acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures. They will demonstrate an understanding of the nature of language through comparisons of the Spanish language and their own. Students will use Spanish both within and beyond the school setting. They will show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Spanish IV (10 credits)

The Spanish 4 course is an extensive Spanish class that reinforces the different skills/contents and linguistic tools learned in Spanish 2 and Spanish 3 including Spanish language and Latino communities using the four modes of expression: listening, speaking, writing and reading. The main goal of this course is for students to develop, on a daily basis, receptive and productive skills that will allow them to communicate extensively in Spanish.

In Spanish 4, students expand their learning using the different modes of communication at an advanced level through the use of learner-centered activities, analysis of authentic documents/texts such as songs, movies, magazines, or newspaper articles, the use of technology and analysis of Spanish literature. Students learn to create more complex sentences using different tenses and moods (present, past tense, subjunctive present/past, future, conditional) in planned paragraphs when speaking and writing, comprehending the main ideas and details in authentic texts and becoming more accurate in written and oral expression.

On a daily basis, students are engaged collaboratively and individually with written, verbal, listening and reading tasks such as think-pair-share activities, small group work, reading activities, written assignments, conversations around cultural facts and listening to authentic Spanish media.

Spanish Literature Honors (10 credits)

The Honors Spanish Literature course is designed to introduce students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America and the United States. The course provides students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with emphasis on critical reading and analytical writing. It also encourages students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

Mandarin I (10 credits)

This is a beginning Mandarin course intended for students with no prior knowledge of any Chinese dialect or written Chinese. The goal is to develop basic listening, speaking, reading and writing skills in Mandarin and to understand the Chinese culture and customs. This course will focus on the Chinese Pinyin system: tones, rules of phonetic spelling, and pronunciation drill; Chinese characters: radicals, stroke order, structure, and the writing system. Reading and writing skills include basic sentence pattern analysis, and how to use Chinese dictionaries.

Mandarin II (10 credits)

The purpose of this course is to ensure that 1) students will be able to read paragraphs in characters at a normal speed, 2) students will be able to converse by asking and answering questions according to Chinese custom, 3) students will be able to write short essays in Mandarin, 4) students will be able to use a dictionary to learn new words and read basic articles in the newspaper, 5) students will be able to write Chinese characters, 6) students will start to appreciate Chinese literature such as Tang Poetry and Chinese idioms.

This course is designed for students who have already completed Mandarin Level 1. The course continues to develop students' ability in reading, speaking, writing and aural comprehension, building upon the structures already acquired during Level 1. Mandarin Level 2 emphasizes the acquisition of communication competency and the use of the language in real life situations. All lessons are organized around topics and situations, and each lesson is planned with specific tasks and activities that aim to engage students in a variety of interactions.

Mandarin III (10 credits)

Mandarin 3 is a one-year course that is designed for students who have already completed level 2 Mandarin Chinese, or who can demonstrate that they have acquired knowledge of the language to the required level. This course will develop students the ability to clarify and ask for and comprehend clarification; express and understand opinions; narrate and understand narration in the present, past, and future; and understand the Chinese culture. Throughout the course, students develop their listening, speaking, reading and writing skills across the three communicative modes: interpretive, interpersonal, and presentational, and the five goal areas: communication, cultures, connections, comparisons, and communities. Building upon Mandarin 2, Mandarin 3 will further develop students' ability in mastering vocabulary, core grammar through reading Chinese short stories, poems, essays, articles and Chinese culture. Chinese word processing ability is one of the objectives of this course. Students will learn how to type Chinese texts using Chinese word-processor. Mandarin 3 will continue using the textbook with simplified Chinese characters and Hanyu Pinyin.

Mandarin IV (10 credits)

Mandarin 4 is a two-semester course designed for students who have received an A, B or C+ in Mandarin 3 and/or teacher approval. This course is designed for students who are interested in using their foundation in Mandarin to explore in greater depth the cultures of the Chinese world through art, film, literature, history, current events, and social justice issues. The primary aim of this course is to improve the student's ability to speak, read, write and comprehend Mandarin in more sophisticated contexts. The student will review vocabulary and grammar, master new advanced language concepts, and enhance his/her knowledge of the diversity of the Mandarin-speaking world. The class is conducted entirely in Mandarin except for complex grammatical explanations and students are expected to speak in Mandarin at all times.

Visual and Performing Arts ("F")

Digital Media (10 credits each)

This year long course is a beginning study in contemporary media. The class is structured around projects emphasizing the art elements of line, shape, form, color, space, and texture. It will introduce the student to the principles of design including composition, balance, emphasis, contrast, movements, pattern, rhythm and unity as they relate to typography, perspective, color theory and layout. Students will develop an appreciation of traditional artistic expression as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society. After a brief teacher-led instruction on hardware and software common in the industry, students work together to design, create, critique, and present digital media art projects.

Media Arts I (10 credits each)

Media Arts I is a year-long course that gives students the opportunity to rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination and life experiences, as a source for creating artworks. Students will express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking and developing disciplined effort and problem-solving skills. Students will develop a respect for the traditions and contributions of diverse cultures by analyzing artistic styles and historical periods. Students will respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Based on the CA Visual and Performing Arts Standards; emphasis throughout the year will be on the following; perceiving and responding to works of art using content vocabulary to express their observations, applying fundamental artistic skills to their work, understanding the historical contributions and cultural dimensions of the visual arts, analyzing current and historical works of art and connecting their knowledge of the visual arts to other subject areas and careers.

College Prep Electives ("g")

Theory of Knowledge (5 credits)

In Philosophy we will confront the essential questions of existence, such as What is real? Can we really be certain of anything? What is right? Is there a soul separate from the body? What is the meaning of life? Exploration of these topics will be conducted through personal inquiry, meaningful discussion, and reading the theories of the Western world's most respected and influential philosophers. Philosophy will be organized into eight units, each spanning approximately three weeks. Drawing mainly on the primary text, Western Philosophy, students will read authentic excerpts from renowned philosophers on the topics of epistemology, metaphysics, philosophy of mind, ethics and morality, government and politics, theology, philosophy of science, and aesthetics. Students will participate in weekly Socratic seminars as a means of discussing and debating the ideas

articulated in the readings, and they will demonstrate their understanding both informally and formally in writing. Students will also conduct philosophical inquiry into a topic of their own choosing and present their findings.

Psychology (5 credits)

This course offers students an engaging introduction to the essential topics in psychology. Throughout this study of human behavior and the mind, students will gain insight into the history of the field of psychology, as well as explore current theories and issues in areas such as cognition, motivation, and wellness. Students will explore different topics and relate it to their own self-reflection and development as individuals.

Economics (5 credits)

Students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy. Students in grade twelve pursue mastery of economic concepts and use the tools and skills acquired in other courses (mathematics, science, and English) to understand the operations and institutions of economic systems. Just as in any other course, context is important, and students will examine the historical development of economic theory and economic systems. Students will leave this course having mastered the basic economic principles of micro- and macro-economics, international economics, comparative economic systems, measurement, and methods. Finally, students will examine current criticisms of classical economics with a particular focus on external entities and the “true cost” of resources.

Business Entrepreneurship (5 credits)

Business through entrepreneurship is a project-based college prep course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristics, and techniques in successful entrepreneurs that they will need to succeed. Finally, learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business.

Through the study of entrepreneurship, students will learn the importance of the role of entrepreneurship in the market economy, opportunity recognition, communicate in business, ethical business behavior, social responsibility, competitive advantage and sustainability, market research and cost/benefit analysis, advertise and market products, business financials including pricing, operating costs, and projections. As students create their business plan, they will integrate academic knowledge to their own ventures, thus putting theory into practice.

Silver Oak High School Additional Requirements

Physical Education

Health Fitness (20 credits)

Health Fitness credits can be earned in three ways.

1. A student will earn five (5) credits for each semester that he/she participates in an organized extracurricular physical activity (same activity and/or sport) for at least 64 hours per semester. A school contract with the instructor/coach/trainer, together with an attendance report and evaluation, is required in order for the student to earn credit.
2. A student will earn five (5) credits for each semester-long Physical Education/Health Fitness class completed at school.
3. A student will earn five (5) credits for each school sponsored sport played. In order to earn credit the student must attend eighty percent (80%) of practices and games/meets. Please see the athletic director or counselor for required forms.

Self-Construction Classes

College Counseling (5 credits)

This is a year-long class for juniors which introduces them to the college application process. Students identify their career paths; investigate matching post-secondary educational options; analyze admission requirements and review their own transcripts to determine their readiness. The full college entrance testing sequence is presented and the students are guided through it. Financial aid strategies are also covered. By the end of the course students write their personal statements and complete their lists of “match-reach-safety” schools.

Senior Thesis/Internship (15 credits)

The overarching theme of Senior Thesis/Internship is "The Future." As seniors are about to graduate and embark on the next stage of their progress, the future is already something that will be uppermost in their minds. Seniors will already be hearing a great deal from parents and extended family members, peers, teachers, and college admissions officers about their "future." The senior class works together to find interdisciplinary approaches to the nature and potential of the future as a basis of their work together and then work individually in their internship positions defining what questions they would like to examine more closely in their final work here at Silver Oak High School.

Senior Thesis/Internship is both a culmination and a commencement. It represents the culmination of their work by giving students the opportunity to apply interdisciplinary and internship-based knowledge to original research. All of what the students have learned and experienced will be brought to bear on their final papers. Senior Thesis is also a commencement, the start of work the student may continue in the years ahead. The goal of Senior Thesis/Internship is to afford students the opportunity to do lasting, meaningful work that they will continue to pursue at the university level. The final paper is 25—30 pages in length and consists of a literature review that puts the student's unique question in the context of the history of thought and current research.

Particular attention will be given to learning library procedures, techniques of computer search, compiling references, interviewing and methods for finding, evaluating, and recording material. Students become familiar with the major writers and work within their particular area of research. Students conduct action research in order to inform their theses and work with an on-site

mentor. Students present their theses to the school community at the end of the year and these presentations are open to the public.

Intersession (2.5 credits per year) During Intersession students must participate in community outreach, service learning and field education courses. Grading for these classes is based on class attendance and participation and completion of assigned projects. Students who do not complete the Intersession class with a passing grade will not be given any credit for that class.

Other Electives (5 credits each)

Electives are STEAM based experiential classes. Students choose these classes and are expected to participate fully. Grading for these classes is based on class participation and completion of assigned projects. Students who do not complete the Elective class with a passing grade will not be given any credit for that class.

Family-School Partnership

Family Conferences:

Family conferences **occur within the first two weeks of each semester.** They are **student led** in order to develop their educational plans. Teams, including students, teachers, and parents collaborate to set realistic goals and ways of supporting the student to meet his/her commitments.

Family conferences are **mandatory either in person or video-conference twice per year** and include:

- **Goal sheet**
- **Academic progress**
- **Student/parent/teacher concerns**
- **Showcase of student accomplishments**

The conferences support and encourage students to be successful in their progress throughout their Silver Oak experience.

Quarterly Grades:

At the end of each quarter, finalized grades are available via Powerschool and a **physical report card that requires parent signature.** Parents are encouraged to **keep checking Powerschool every week to keep track of the students academic progress.** Parents will receive a code to check student progress online (**Powerschool**). **If they lose the code, they may contact the Silver Oak office to get a new one reissued.**

Communications Between Family and School:

When a student's advisor, counselor, or vice-principal has concerns about a student's performance or behavior, the designated professional will contact parents through **phone or email** within 24 hours.

ParentSquare is also a way for the school to communicate important announcements and reminders (school events, permission forms due, school closures, staff development days, athletics, etc) to families **via text and/or e-mail.**

Parent Volunteers:

Each parent is a vital part of the school organization. Volunteers are needed in several operations such as:

- Special events organization
- Fundraising
- Coaching
- Clubs

All parent volunteers must get fingerprinted in order to participate. Please contact the main office for more details. In the 2020-21 school year, site visits to the school must be limited due to COVID19 health requirements.

Parent Events:

Back to School Night (yearly in September)

SOHS Community Party

College Night

English Learner Advisory Committee (ELAC)

Community Advisory Committee (CAC)

Parent Education Nights

General School Policies

In the first week of school, high school students participate in a two day orientation program. During orientation week students review the school's general, conduct, academic, nutritional, care of the environment and community meeting policies.

Dress Guidelines

The students must dress appropriately for a high school environment, while following the guidelines listed below. Students who do not follow guidelines will call home and have a parent bring them appropriate clothing. In each case communication will be sent home. After three (3) incidents, a family conference will be held.

- Clothing may not display inappropriate or “hate” slogans or logos that represent drugs, tobacco or other prohibited substances.
- Students must wear shoes at all times. *No slides, slippers, flip flops are allowed.* Closed toed shoes are required for science labs.
- Hats are permitted indoors, as long as they do not obstruct vision or cause a distraction.
- Sunglasses are not permitted inside the classrooms.
- Shirts or blouses must cover the chest, stomach areas, and the back; cleavage and bra straps should not be visible. No off-the-shoulder shirts/blouses may be worn.
- Proper undergarments should be worn and should not be visible at any time.
- Shorts, skirts/dresses can be no higher on the leg than where the fingertips hit the leg; if they are higher, opaque, knit leggings must be worn under them. Shorts, skirts/dresses may not reveal the buttocks. Excessively ripped or distressed jeans must be worn with tights underneath.
- Hoodies are permitted, but may not be used to hide headphones or AirPods.
- In an effort to maintain a professional environment, no blankets, pajamas or slippers are permitted at school.

For Health fitness classes and athletics, students must have a Silver Oak t-shirt, black athletic shorts/sweatpants and tennis shoes. If not dressed properly, students will not receive credit for that day's class.

Laptop Policy

See specific policy in “Policies and Forms” section of this handbook.

Cell Phones/AirPods/Earphones

See specific policy in “Policies and Forms” section of this handbook.

Music

The most recent research speaks to the inability of the human brain to multi-task while learning. Best practice now indicates that music not be used while reading, writing or calculating. Therefore, students will not be allowed to listen to music in the classroom at any time. There may be only one exception: Digital Media/Media Arts classes may need to use music for completion of assignments. This use will be at the discretion of the classroom teacher. Headphones/AirPods are not permitted during Community Meeting.

PORTABLE (BLUETOOTH) SPEAKERS ARE NOT ALLOWED ON CAMPUS.

Silver Oak High School's Books and Materials

Students must check out the school's books and materials in order to bring them outside of the specific subject matter classroom. The individual instructors sign out the respective materials to the student. If a book or material is damaged or lost, the individual student who checked out the item(s) is responsible for immediately replacing it/them or paying the cost of a replacement.

Trips

The students are expected to follow all school policies, and any additional policies made by the teachers and chaperones, on school trips. If a student does not adhere to a policy, and the teacher feels that he/she is an endangerment to the well being of the group, the teacher has the right to send the student home at the expense of the student's parents. Students must respect the host community, its people and environment at all times.

Building and Grounds Policy

Students are only permitted to enter and exit the Sunset campus **through the Princeton main gate entrance or the Laurel Street entrance**. Silver Oak High School's classroom wing is open between 8:00am and 4:30pm. With the exception of Health Fitness classes and/or teams, it is prohibited to be on school property before or after those school hours. The school is not responsible for students on school grounds except during school hours.

Parking and Traffic Policies

Student Parking must happen in the lot on Laurel, so students can enter through the Laurel Street entrance to the campus, next to the S-Wing. All students must be dropped-off and picked-up at the Laurel Street entrance. The School is not liable for any damages to parents', guardians' or students' vehicles on school property.

Senior Off and On Campus Privileges

All seniors must have a permission form signed by the student and parent in order to leave campus for lunch. Seniors must return to campus before lunchtime is over and not be tardy to their next class, or their off campus lunch privileges will be revoked. The MOCHA CAFE on campus is available only to seniors during their lunch time.

Health Policy

Statement of Purpose:

Silver Oak High School is dedicated to providing quality secondary education to our students. In furtherance of this purpose, we encourage diversity among our faculty and student body. And although we are an independent charter school we do uphold state and federal laws.

We are an equal opportunity employer. Silver Oak will not discriminate against students or faculty based upon sex, race, religion or disability. This means that Silver Oak will admit all qualified students.

Silver Oak acknowledges that we have an obligation to provide as safe and as healthy an environment as possible for our students and faculty. And based upon information currently available, we feel that we can accomplish this while at the same time honoring our commitment not to discriminate. To that end, Silver Oak has promulgated this health policy and guidelines. The major goal of the Silver Oak health policy is to prevent the spread of contagious disease within the school.

Student Policy and Procedures:

With respect to all students attending Silver Oak, we adopt the following rules:

1. Prior to the FIRST DAY your student attends school, immunization records must be on file with the school administration. Your student's physician must fill out this form. Your student will not be allowed in the classroom unless a tuberculin clearance and an immunization form is on file.
2. All students must be adequately immunized against diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, Hepatitis B and chickenpox, as specified by the State of California, the American Academy of Pediatrics and other public health organizations. Meningococcal Vaccine (Menactra) and HPV (Gardasil) are recommended.
3. Silver Oak shall keep all information regarding a student's health records in strictest confidence. A student's medical information shall be restricted to those persons who have an absolute need to know.
4. **Silver Oak staff and teachers will not administer medication.** If a student requires medication, the parent must come to school and administer it. The only exception to this policy is in the case of chronic illness (a health condition affecting an individual for a period of time greater than two consecutive weeks, or recurring more than three times a year.) A student's physician must notify the school in writing that he/she is authorizing treatment for a chronic illness at school and the procedures to be taken. All medicines must be in their original prescription container. **Do not send any vitamins or medicines – traditional or homeopathic – with a student.** If at any time, the staff of Silver Oak has concerns about a student's condition, the parent will be contacted and asked to pick up his/her student.
5. Any student who has a contagious disease should not come to school. Any of the following signs usually indicate that the student has a contagious disease: fever (oral, 100 and above, as determined by oral digital thermometer only), vomiting, diarrhea, head lice, or wet or crusting skin rashes. We will determine on a case-by-case basis if a student with nasal discharge is able to stay at school. **Symptoms should not be masked by symptomatic medication.** Students may return to school 24 hours after the cessation of fever. Silver Oak staff will ordinarily accept a student's doctor's statement concerning whether a student is contagious.
6. The final decision as to whether a student's health condition is a

risk to the student or to other students in the school resides with the Principal.

7. **Inclusion/Exclusion of Students Who Are Sick:** We will exclude a student with one or more of the following:

- The illness prevents the student from participating comfortably in activities as determined by the staff.
- The illness results in a greater need for care than the staff can accommodate without compromising the health and safety of the other students.
- The student has any of the following conditions:
 - Fever with behavioral changes or other symptoms which should be examined by a health provider. Temperature 100F orally, 100.4 rectally.
 - Appears to be severely ill including: lethargy, difficulty breathing, irritability, wheezing, uncontrolled coughing or other symptoms that are unusual for the student that arise concern.
 - Diarrhea – defined by more watery stools, decreased form of stool that is not associated with changes in diet, and increased frequency in passing stool, that is not contained by the student’s ability to use the toilet. Once diarrhea resolves, most students may be included in school, except if infectious origin was E.Coli 0157:h7, Shigella, Salmonella, Campylobacter and Hepatitis A
 - Blood in stool, not explained by dietary changes, medications, or hard stools.
 - Vomiting - until resolves or health care provider determines it not to be contagious and the student is not in danger of dehydration for twenty-four (24) hours.
 - Persistent abdominal pain, more than two (2) hours or intermittent with fever or other signs.
 - Mouth sores with drooling.
 - Rash with fever or behavioral change.
 - Purulent conjunctivitis (pink eye).
 - Pediculosis (head lice) from the end of the day until first treatment.
 - Scabies – until after treatment has been completed.
 - Tuberculosis – until a health provider or health official states that the child is in appropriate therapy and can attend.
 - Impetigo – twenty-four (24) hours after treatment is initiated.
 - Strep throat or other streptococcal infections – twenty-four (24) hours after initial antibiotic treatment and no fever.
 - Varicella-Zoster (Chickenpox) – until scabs are dried
 - Measles – until four (4) days after onset of rash.
 - Mumps – until nine (9) days after the onset of parotid gland swelling.
 - Rubella – Rubella - until seven (7) days after the onset of rash.
 - Unspecified respiratory tract illness. Students without fever who have mild symptoms associated with the common cold, sore throat, croup, bronchitis, runny nose, or ear infection shall not be excluded. There is no evidence that the incidence of respiratory illnesses can be reduced in school by any other specific intervention other than routine sanitation and personal hygiene. Students shall be sent home if the illness is characterized by one of more of the following: 1) the illness limits the student’s comfortable participation in activities, 2) the illness requires more care than the staff can provide without compromising the health and safety of the other children, 3) the illness has a specified cause that requires exclusion.
 - Shingles (Herpes Zoster) in areas that cannot be covered. Wash hands if open sore area is touched.

- Herpes simplex – students with mild disease that are able to control their mouth secretions may not have to be excluded.
- Hepatitis A – until 1 week after onset of illness, jaundice, or as directed by health department when passive immunoprophylaxis has been administered to appropriate students and staff.

In addition, in respect to daily attendance, **Parents are asked to notify the school when a student will be absent. Please call the office BEFORE 9:00 am to report daily absences. Communicable diseases must be reported to the school immediately.**

Medication Procedures

In order to meet state and insurance requirements, we must obtain a letter from the prescribing physician and **written permission from parents before we can dispense prescription medication** to your adolescent. We can dispense prescription medication for chronic illnesses only. Medication for acute illnesses must be dispensed by a parent or guardian. We cannot dispense any non-prescription (over the counter) medication. The medication has to be in the **original container**, which indicates the adolescent's name and the dosage. **Please do not ask your adolescent to medicate himself/herself.**

Permission forms are available in the office. **A form must be completed and sent with the medication if he/she needs to take it at school or school related activity.** Please use the following permission form for short-term medication or for weeklong trip.

Medical Insurance

It is recommended that all students be medically insured. Please see the links below for more information on no-cost or low cost insurance.

Covered California www.coveredca.com

*Medicaid and the **Children's Health Insurance** Program* www.insurekidsnow.gov

Emergencies

In the event of an accident or sudden onset of illness, the school will not hesitate to seek proper care for a student. The student's individual emergency instructions on file in the school office are consulted immediately and the parents are called. If necessary, the student will be transported to the nearest Hayward hospital by the Hayward Police Department or an ambulance. The consent statement that the parent signs will accompany the child so that treatment can be given immediately in the absence of the parent. It is **IMPERATIVE** that you keep the emergency contact information in the office up-to-date with **local Hayward** emergency contact numbers.

School Closing Announcements

Inclement weather necessitating school cancellation will be announced on the School's website and via school communication site. In most cases, if HUSD is closed due to inclement weather, Silver Oak will also close.

Emergency Preparedness

Our emergency preparedness program is set in motion early each school year. Parents are required to cooperate by keeping the school advised of any change of phone number (home or work), as well as Emergency Contact persons' phone numbers. Students participate in periodic safety drills throughout the school year.

Comprehensive Safety Plan (CSSP)

The safety of our school community is a priority for Silver Oak. Teachers and staff are trained in emergency procedures and the school is counting on parents, guardians and students to be part of the effort to be prepared. Here is how you can help:

1. Developing a family safety plan is a good start. Check out the government emergency preparedness website, which contains a step-by-step guide to help you prepare an emergency plan at home.

<https://www.ready.gov/> (government)

<https://www.ready.gov/alerts> (wireless emergency alert system)

(Launched in February 2003, “Ready” is a National public service campaign designed to educate and empower the American people to prepare for, respond to and mitigate emergencies, including natural and man-made disasters. The goal of the campaign is to promote preparedness through public involvement.)

2. Review the school’s emergency plan, which is located in the main office.

3. Unless another location is determined by Emergency Personnel the off-site re-unification location to pick up your students in the event of an evacuation is *Costco Business Center at 22330 Hathaway Ave, Hayward, CA 94541*.

4. Discuss the importance to follow the lead of the SOHS staff and first responders during drills and in case of an emergency, incident or disaster.

5. Silver Oak is in continuous communication with the Hayward Police Department and Fire Department. Discuss with your family that drills are an important part of emergency planning and everyone on campus should participate, even if these are sometimes of a repetitive nature.

6. It is very important to keep your contact information updated in the Silver Oak office and make sure a current cellphone number is on file. The school sends out emergency text message alerts for drills and incidents. *Your information is confidential and will not be passed on to third parties.*

7. At all times – do not block the campus entrance and exits and park in designated parking spaces to ensure, that emergency vehicles can access the property at any time of the day, also during drop off and dismissal time.

8. In the event of an emergency or incident on school campus, Hayward Police Department, Fire Department and First Responders will be in charge. Please make sure to follow their instructions.

Academic Policies

Designations, Grades, and Assessments

Grades at Silver Oak High School are on a numerical scale. For GPA calculation and other purposes, the following chart shows the way in which numerical quarter and semester class grades convert to the standard A, B, C scale.

GRADING SCALE AND GPA EQUIVALENTS

| <u>LETTER GRADE</u> | <u>NUMERICAL RANGE</u> | <u>College Prep*</u> | <u>Honors</u> |
|---------------------|------------------------|----------------------|---------------|
| A+ | 97-100 | 4.3 | 4.8 |
| A | 94-96 | 4 | 4.5 |
| A- | 90-93 | 3.7 | 4.2 |
| B+ | 87-89 | 3.3 | 3.8 |
| B | 84-86 | 3 | 3.5 |
| B- | 80-83 | 2.7 | 3.2 |
| C+ | 77-79 | 2.3 | 2.8 |
| C | 74-76 | 2 | 2.5 |
| C- | 70-73 | 1.7 | 2.2 |
| .NC | 67-69 | 1.3 | N/A |
| N.C | 64-66 | 1.0 | N/A |
| NC. | 60-63 | 0.7 | N/A |
| NC | 59 and lower | 0 | N/A |

*All courses are offered at college prep designation, designed ABOVE common core curriculum standards.

NC = Insufficient Evidence or Growth Towards Standard to Earn Credit. Any mark in any course that dips below the level of “C-“ is considered NC and no credits towards graduation will be awarded.

Please note that we will not be using a grade of “D” or “F.” Instead, the letter grade will marked as an “NC”

Semester Grading

At all levels, for all students, semester grades will be calculated by averaging the first and second quarter grades. Neither of the quarter grades will be weighted more heavily than the other. For all students there will be an exact averaging of the two quarterly grades to yield the final semester grade.

***If a student receives three or more NCs throughout the school year, they are at risk of being retained. In which case a parent, student and counselor/vice-principal meeting will be held to discuss the students academic standing.**

Principal's Honor Roll

Each semester, students who have earned a cumulative GPA of 3.7 or higher are recognized by being placed on the school's Principal's Honor Roll. There is no ranking of this list.

College Prep Designation

Silver Oak High School offers a challenging curriculum. All core classes are taught at a “College Prep” level. Therefore, students are expected to complete classes with a seventy (70) % mastery of the material on major assessments. The general rule is that quizzes or formative assessments are for feedback and tests or final assessments are for mastery. All class work must be completed before

taking the test on related material. Students' grades are based on individual work, group work, classroom participation, and assessments. Please refer to an individual teacher's study guides and rubrics for grading information.

The requirements are:

Class work completion rate at least 70%
Tests for Mastery at 70% or higher with no retest needed
High Quality Work

Honors Classes

At the sophomore, junior and senior levels there are options for students to enroll in a core curriculum course at an Honors Level. Enrollment in an Honors class is designated for the semester and is a commitment upon which the student enters. **Students may add Honors classes during first semester only.** The requirements are:

- Attendance
- Individual Work
- Tests for Mastery
- Highest quality projects
- Takes on additional in-depth projects approved by teachers and shared with the class.
Student receives an additional .5 point per grade that gets calculated towards the GPA

Concurrent Enrollment

Seniors with a "B" average or higher may elect to take a college course at a local community college in place of the 4th year of Mathematics or the 4th year of World Language. Approval must be obtained from the college counselor.

Mathematics Placement Policy

See specific policy in "Policies and Forms" section of this handbook.

Classroom Ambiance

As the environment of the classroom is expected to be calm and peaceful, the students are expected to use appropriate volume and tone. All members of the community are to respect each other's personal space. It is expected that the students be prepared for class by having their individual/group work done and by bringing the necessary books and materials to class on time. As a part of the Montessori high school, students are expected to participate in all classroom activities. Care and maintenance of the classroom is a community responsibility.

Individual Work/Homework

Academic excellence is an important pillar of the Montessori high school. Parents can keep track of student's progress through the PowerSchool online program. A student, parent, or teacher can call a conference at any time deemed necessary. Students are encouraged to complete missing work during individual work time. If the student does not finish their individual work and/or group work, they should complete it at home.

Students should use their individual work time, in class, each week, productively. Teachers will monitor this time. It is recommended for students to spend ninety (90) minutes in undistracted (ideally supervised) study/reading time each night. This is considered "homework". Parents should monitor Internet usage, social networking, emailing, IM, games, etc. during this time. The ninety (90) minutes of study/homework time is an average time needed – some students may need more time if they have difficulty reading complex material or have added advanced work. If study time is excessive, then

please have the student keep a log and contact his/her advisor so that difficult areas can be addressed. Also, consider using the audio support for reading material that is provided if that can be helpful.

If a student does not complete his/her individual work for a particular class, on time, then he/she is not prepared for class. If students have excused absences, they should refer to the study guide for assignments and make an agreement with the teacher to complete missed work.

Absence Policy

An absence is time away from highly interactive classroom activities of lessons, dialogue, group work, “warm-ups” etc. and cannot be made up. Please note that each college prep subject requires four (4) hours of in-class coursework each week. Therefore, multiple truancy letters may result in the loss of academic credits. A student must complete sixty-four (64) Carnegie Hours of credits in each class, each semester, in order to earn credit for that course. Therefore, if a student misses more than thirteen (13) hours of class time (more than 20%), due to absences (excused and unexcused) and/or tardies, he/she will earn no credit (NC) for that class.

A parent must call the school before 9:00am if the student is going to be absent.

Excused Absences*

Student Illness
Student Medical/Dental Appointment
Funeral Services*
Religious Holidays*
Court Appearances
Independent Health Fitness Competitions

Unexcused Absences**

Unverified Absences
Holidays/Vacations
Leaving campus without permission
Personal reasons
Cutting Class
Suspensions

* A doctor’s note must be submitted to the office for absences, due to illness, of more than three (3) consecutive days. Doctors’ notes are needed to verify medical, therapeutic and dental appointments. A note from the court clerk is required for court appointments.

* Off Campus/ Off Grounds Passes for Appointments - If the parents/guardians are aware of the appointment in advance, they are to send a note with the student which indicates the date, time and reason for leaving. **Emails, phone calls, text messages will NOT be accepted.** Student must bring the note to the attendance office before school starts in the morning. The office staff may call the parent/guardian to verify such release or appointment. The student will then be issued a note to show to their teacher during the appropriate period. The note will minimize interruptions to the classroom during class time. Student’s must have a “Pass to Leave School Grounds” from the office to leave campus. Students leaving campus without a pass cannot be cleared. Students will be considered as having “cut” class for periods that are unexcused. If this is a last minute appointment a parent, guardian, or emergency contact needs to come to the attendance office to sign the student for release.

If your student is returning to school from a medical or dental appointment, please have your student bring the doctor's note to the attendance office so we can clear the absences.

Parents/Guardians must clear absences, within 24 hours, immediately following an absence. After this time frame, the absence will remain **unexcused**. Students who are absent three days in one quarter without an excuse will receive a truancy letter.

*Funerals and religious holiday absences are limited to a single day of absence within California and three days of absence outside California.

**** Students will receive an “NC” grade for any work that is due during an “Unexcused Absence”. Extensions will not be granted during an unexcused absence.**

**During distance learning, in order to be considered present in a virtual setting, the student’s camera must be on, the student’s face visible and the audio working.

Late Arrival

Attendance will be documented daily, by the Attendance Coordinator, on PowerSchool. Students arriving after 8:45am need to first check in with the office and then proceed to class. After **three** “tardies”, truancy letters will be sent to parent/guardians when a student accumulates three or more unexcused absences, is tardy to school or class in excess of 30 minutes, or any combination of either.. Please note that each college prep subject requires four (4) hours of in class coursework each week. Therefore, multiple “tardies” may result in the loss of academic credits.

Early Dismissal

Students who need to leave before the end of the school day (4:00pm) should be aware that they will receive an “absence” for the classes missed. Students are expected to make routine medical/dental appointments before or after school hours. Keep in mind that Wednesday is a minimum day, and therefore Wednesday afternoons are the best times to make medical appointments. Upon leaving school, parents must sign their students out on the sign-out sheet located in the office. If the student is driving him/herself, a parent will need to inform the school in writing prior to the student leaving early.

If a student leaves campus without checking out with the office, the absence is considered as truancy and cannot be excused. When students are returning from medical/dental appointments, they must check back in at the office before going to class.

City of Hayward Day Time Curfew

Attention all parents and students:

The City of Hayward has a daytime curfew. Hayward Police are enforcing the curfew. Hayward Police is now citing all students off campus during school hours.

Be aware that citations are as follows:

- 1st offense \$100;
- 2nd offense \$250; and
- 3rd and any after \$500.

Athletic Participation Guidelines

In order to remain on the respective team, each student athlete must have a C- or higher in their classes throughout the applicable sports season. Weekly grade checks will be conducted to assure that the student is passing all their courses. Although leaving early to games is an excused absence it is the student’s responsibility to communicate with his/her teachers to ensure the completion of

assignments. No extensions will be granted to students who don't make prior arrangements with their teachers of missed assignments or exams.

Semester - Long Classes

Each academic class is sixteen (16) weeks long, each week accumulating four (4) hours, adding up to sixty-four (64) hours of class time per semester. Students who have absences (excused or unexcused) from any class that total more than thirteen (13) hours (20% of class time) will earn no credit (NC) for that class for that semester.

Intersession

Intersession is five (5) days long, it is mandatory for students to be part of Intersession in order to receive credit for Advisory. There is no way to make up these days as they are off campus experiences. This is considered an academic week and students are expected to be present.

Group Work

There is group work required for each academic class. It is each group member's responsibility to take an active part in his or her group's activities. Students who fulfill their obligations and participate in the activities of their group will receive credit for the group's work.

Group projects should be completed in class for freshmen and sophomores. This allows the teacher to assist the students in planning, delegating, and implementing the work in an effective and efficient way. By junior and senior years, students will have practiced the necessary skills to do group work outside of class, if so desired. If there is difficulty with group members participating in a project, then the faculty member will be consulted for a plan of action.

Assessments

Assessments are given at the closure of bodies of work. Assessments may include written tests, project work, or group presentations. All assessments will be taken or presented on the day scheduled. **It is the student's responsibility to make arrangements with the teacher for retaking a test/representing a project. A student, who needs to retake a test, in order to master the material, needs to do so outside of class time, unless the student and teacher agree to an in-class time.**

After School Tutoring Program

The faculty at Silver Oak High School offers a formalized tutoring program from 4:00 until 4:30pm. Though in past years faculty members were always available afterschool for extra help with individual assignments, this year the format is organized to address specific skills in the core subject areas. Each faculty member provides support in his/her core subject matter, to any student in need, regardless of grade level. In this way any student is able to get support four days per week (Monday, Tuesday, Thursday or Friday) in Math, English, Social Studies, Science and Spanish. Support for Mandarin, Digital Media and Psychology will be provided two days per week. Currently this is an optional program for all Silver Oak students. If a student has an NC in any core subject, they must attend tutoring at least twice a week per failing course.

The only way students can turn in late work (within a time frame designated by the teacher) is by attending tutoring sessions.

Work Permits

To obtain a work permit, students must have a 2.75 GPA or higher. If the student's GPA drops, their employer will be contacted and made aware that the student is no longer able to work. Students' are responsible for renewing their work permit once it has expired.

Nutritional Guidelines and Care of the Environment Policies

Lunch/Snacks

Silver Oak High School students are encouraged to have a well-balanced lunch. Students must clean up any materials left from their lunches, in all communal areas. Except during inclement weather, lunch must be eaten outside of the classrooms.

Trash and recycling should be placed in the proper receptacles.

Eating snacks in the classroom is not permitted. Drinks in sealable bottles are permitted in the classrooms. We recommend that drinks that are consumed during school hours abide by the following standards: no or little artificial or sugar sweetener; eighteen grams or less of sugar.

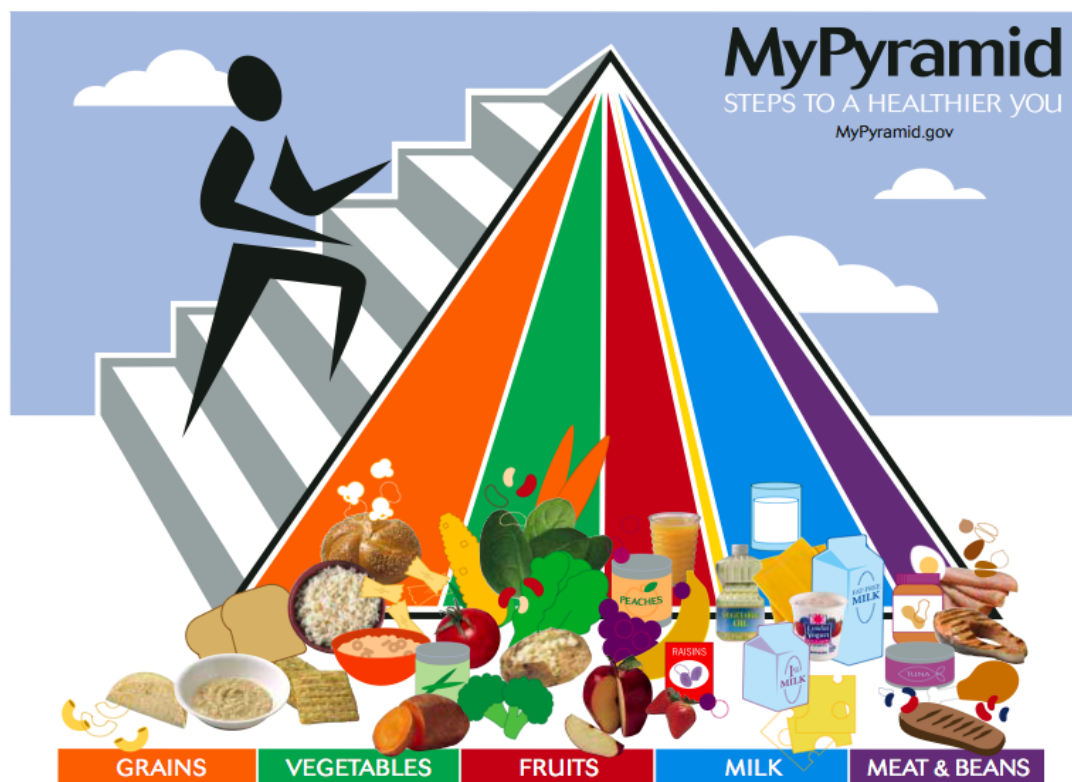
Coffee and energy drinks, in moderation, are permitted.

Exceptions are made for medical needs.

****THERE IS NO FOOD ALLOWED IN THE SCIENCE LAB AT ANY TIME.**

Appropriate Foods

Whole Grains, Fruits & Vegetables, Nuts, Dairy products, Proteins



Please

ensure that students pack a well-balanced, nutritional meal, including protein, excluding chocolate, candy and other highly sugared foods with excessive quantities of additives and preservatives. The school has information available containing lunch box suggestions. Please make sure that students'

names are clearly marked on lunch boxes. Include an ICE PACK. Do not send any vitamins or medicines – traditional or homeopathic – in students' lunchboxes.

CHEWING GUM IS NOT PERMITTED ON SCHOOL GROUNDS.

Dishes/Utensils

Silver Oak High School does not provide dishes or utensils (knives are not permitted). Students need to bring their own; they should be clearly labeled with their names.

“Restoring the Environment”

As a result of increased sanitation requirements due to COVID19, students are responsible during the last portion of each class to restore the environment in the classrooms, including surface areas and high-touch zones. Activities may include but are not limited to:

- Wiping off tables/surface areas
- Picking up after themselves and their own trash

Conduct Policies

Respect and Responsibility

We have confidence that all students will endeavor to follow respectful and positive interactions with others with grace and courtesy. If, however, students do not follow these guidelines, they are supported by getting feedback from the community and redirected to make the necessary changes in their behavior.

There are several types of negative interactions that affect oneself and the community. Generally teachers will offer a reminder or a change in environment in order to have the inappropriate behavior stop. If the behavior continues to persist during a specific time period or over time, a referral occurs, in which a written notice of behavior is sent to the Vice-Principal. At that point, parents will be contacted, communicating the difficulty the student is having, with an attempt to brainstorm solutions together. After two phone calls/emails, a family conference will be held to establish a plan to support the student in altering his/her behavior.

Examples of this behavior are the following:

- Disrespect for peers or faculty
- Disruptions in class
- Inappropriate language
- Disregard for other established guidelines

Behavior Contracts

Students who repeatedly display inappropriate behavior will be placed on behavior contracts to specifically address the behaviors and their consequences. Behavior contracts may include in-school and at -home interventions.

Alcohol and Drug Policy

Any participation in possession or use of alcohol and/or drugs at school or any school-related event is prohibited. See the specific policy in the “Policies and Related Forms” section of this handbook.

Weapons, Fighting and Solicitation of Illegal Substances Policy

See the specific policy in the “Policies and Related Forms” section of this handbook.

Social Inclusion/Anti-Bullying Policy

See the specific policy in the “Policies and Related Forms” section of this handbook.

Tobacco Policy

Use and/or possession of tobacco on school property or on school trips are strictly prohibited. If tobacco is found it will be confiscated and a family conference will be scheduled.

Personal Display of Affection (PDA) Guidelines

Appropriate affection, outside of classroom time, is limited to:

- Hand holding, quick hugs

Academic Dishonesty

Academic dishonesty is defined as “presenting the work of others as your work in homework, assessments, projects, etc.”. All students, during Orientation Week, will be asked to sign an honor

code committing to academic honesty. If academic dishonesty occurs, the student will receive a “NC” for that work and a conference will be held with parents. Repeated violations of the honor code will be reviewed by the faculty and administration for further action.

Sexual Harassment

Per California Education Code 212.5 sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated to the extent of possible suspension or recommendation for expulsion. The Silver Oak Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.

All claims of harassment will be taken seriously, treated with respect and confidentiality and will be investigated promptly and thoroughly in accordance with Silver Oak policies.

Sexual harassment includes but is not limited to physical and verbal abuse. Any member of the community who feels this policy has been violated must report the abuse to a faculty member or the administration. A conference will be immediately scheduled to discuss the harassment.

Athletics and Conduct

In order to remain on the respective team, each student athlete must have a C- or higher in their classes throughout the applicable sports season. Biweekly grade checks will be conducted to assure that the student is passing all their courses. Student athletes have the responsibility to attend practice and games, and must be dressed appropriately in order to participate and receive credit during practice and games. Any student who disregards school policies may be barred from participation in team sports, for a time period to be determined by the athletic director and/or administration. **If the student athlete does not return their uniform, they will be charged.**

Field Trips and Intersession

For safety reasons, if a student leaves or separates from the school group during a field or Intersession trip without permission, his/her parent /guardian will be immediately contacted. The student will be sent home and disallowed from attending any field or Intersession trips for the remainder of the school year.

Appeal Process

If the student feels the conduct policy has been unfairly applied, he or she may first appeal to the teacher involved. If the student is still not satisfied that he/she has been treated appropriately, he/she should arrange a meeting with the Principal, counselor and the student’s advisor to resolve the issue. Decisions from this meeting are final and no further appeals are possible.

Suspension and Expulsion Policy

See the specific policy in the “Policies and Related Forms” section of this handbook.

Community Meeting

***For the 2020-21 school year, students will participate virtually in community meeting.**

Objectives

Community Meeting provides a relaxed, open environment that allows all students to respectfully express themselves to their peers. They encourage students to be mindfully engaged by allowing them the opportunity to lead the community, and, through the students' insights, allow for a more positive school environment.

Facilitator's Duties

- Share your audience appropriate "soap box".
- Advisor must review content prior to presenting.
- Lead the community.
- Include everyone by recognizing and encouraging participation.
- Arrive in time to allow yourself to complete your duties as facilitator.
- Ask for clarification.
- Maintain the standards of Community Meeting.
- Prepare the environment.

Standards of Community Meeting

- Address acknowledgments and sharing to the entire community.
- Contribute to the meeting when called upon by the facilitator.
- Make room for late students.
- Speak loudly enough for all participants to hear.

Schedule

- Begin promptly
- 1) Soap Box
- 2) Acknowledgments
- 3) Announcements
- Dismiss promptly

"Soap Box" is an opportunity to share something meaningful with the community. Facilitators must have their soap box approved and reviewed by their advisor prior to presenting in front of the school community.

Policies and Forms

Family-School Commitment Form

Students' Responsibilities

1. To be a contributing member of the class and work to build a peaceful community.
2. To act with integrity, respect, and responsibility.
3. To work hard, use time wisely, and complete each learning cycle.
4. To participate in field studies with a positive attitude and vigor.
5. To demonstrate a required level of competence in the designated areas of study. If competency is not obtained, it is the student's responsibility to get assistance and to arrange to take an equivalent retest during supervised independent work time.
6. To complete homework by class time and have all necessary materials.
7. To prepare and lead scheduled family conferences and plan educational goals.
8. To attend "special help" if needed.
9. To complete a summary report and self-assessment at the end of each quarter and mail to parents.
10. To arrive at school and to classes on time.

Teachers' Responsibilities

1. To create an atmosphere for learning to occur.
2. To facilitate the students in their learning.
3. To offer students opportunities for challenging and meaningful work.
4. To meet with each student regularly to review progress and discuss any concerns.
5. To be available for students who need to finish work during supervised independent work time.
6. To schedule two family conferences each year (if an advisor) and any additional ones as needed.
7. To serve as the liaison with community resources.

Parents' Responsibilities

1. To ensure that their adolescent gets to school on time or to provide them with means to do so.
2. To provide access to the necessary resources and materials for class projects, such as transportation to the local library.
3. To attend scheduled family conferences and to participate in establishing the adolescent's educational plan.
4. To allow their adolescent to attend after school meetings for retest or make-up work.
5. To support the participation in the outdoor education activities and attend scheduled trip meetings.
6. To support their adolescent to finish make-up work during weekends and after school meetings; and if not completed during this extra time, to complete in summer school.
7. To meet with the teacher, if your student's behavior requires a conference.
8. To facilitate the selection of and provide transportation for the community outreach projects.
9. To provide a time and place at home conducive to completing homework on a daily basis.
10. To allow their adolescent to experience feedback in learning organizational, decision making, and time management skills.

Student Name

Student Signature

Parent Signature

Date

Bring Your Own Device (BYOD) Agreement Form and Protocol for the Use of Technology on Campus

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students at Silver Oak High School may now bring their own technology to campus.

Definition of “Device”

For purposes of BYOD, “Device” means privately owned wireless and/or portable electronic handheld equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Personal Digital Assistants (PDAs), or portable information technology systems that can be used for word processing, wireless internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc. This does include mobile phones with the cellular data service disconnected (using wifi only).

Internet

Only the internet gateway provided by the school may be accessed while on campus. Personal internet connective devices such as, but not limited to, cell phones/cell network adapters are not permitted to be used to access outside internet sources at any time.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. Silver Oak High School is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. It is recommended that skins (decals) and other custom touches are used to physically identify your device from others. Additionally, protective cases for technology are encouraged.

“BYOD” Silver Oak High School Student Agreement

The use of portable technology devices to provide educational material is not a necessity, but a privilege. A student does have the right to use his or her laptop, cell phone or other electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit from the learning environment as a whole. Students and parents/guardians participating in BYOD must adhere to the Family Handbook, as well as all Board policies, particularly Internet Acceptable Use Policy. Additionally, portable devices:

- Must be in silent mode while on school campus.
 - May not be used to cheat on assignments or tests.
 - May only be used to access files on the computer or internet sites which are relevant to the classroom curriculum.
- Non-educational games are permitted only at certain times, i.e. lunch, before/after the school day.

Students acknowledge that:

- The school’s network filters will be applied to one’s connection to the internet and attempts will not be made to bypass them.
- Bringing on premises or infecting the network with a virus, Trojan, or program designed to damage, alter, destroy or provide access to unauthorized data or information is in violation of Student Acceptable Use Policy.
- Processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is violation of Student Acceptable Use Policy.
- The School has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- Files may have to be saved on the C: drive of the laptop, a jump drive, an external drive, or another media device.
- Printing from personal laptops/devices will not be possible at school.

- Personal technology is charged prior to bringing it to school and runs off its own battery while at school. Charging devices will be available on a limited basis and is at the discretion of the classroom teacher.

“BYOD” Agreement

Please review and sign the “BYOD” agreement between parents, students and Silver Oak High School. No student will be permitted to use personal technology devices unless the agreement is signed and returned. Students and parents participating in “BYOD” must adhere to the Family Handbook, as well as Board policies, particularly the Laptop Policies. Please read the following carefully and initial every statement:

_____ Students take full responsibility for their devices. The school is not responsible for the security of personal technology devices. Personal devices cannot be left at school before or after school hours.

_____ Devices cannot be used during assessments, unless otherwise directed by a teacher.

_____ Students must immediately comply with teachers’ requests to shut down devices or close the screen. Devices must be in “silent” mode and put away when asked by teachers.

_____ Students are not permitted to transmit or post photographic images/videos of any person on campus, on public and/or social networking sites.

_____ Personal devices must be charged prior to bringing them to school and run off their own batteries while at school. Charging will be available on a limited basis and is up to teacher discretion.

_____ To ensure appropriate network filters, students will only use the wireless (wifi) connection in school and will not attempt to bypass the network restrictions by using other (cellular) networks.

_____ Students understand that bringing devices on premises or infecting the network with a virus, Trojan or other program designed to alter, damage, destroy, or provide access to unauthorized data or information is in violation of these policies and will result in disciplinary actions. The School has the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection.

_____ Students realize that printing from personal devices will not be permitted at school.

_____ Students should not physically share their personal devices with other students, unless they have written permission to do so.

Please understand that the use of personal devices to support educational experience is not a necessity, but a privilege. With respect to the rules, the privilege will enhance the learning environment as a whole. When rules are abused, privileges will be taken away.

I understand and will abide by the above policy and guidelines. I further understand that any violation is unethical and may result in the loss of my technology privileges as well as other disciplinary action.

Printed student name

Signature of student

Signature of parent/guardian

Silver Oak High School

CHROMEBOOK 1:1 PROGRAM HANDBOOK

The policies, procedures, and information within this document apply to all Chromebooks used at SOHS by students, staff, or guests including any other device considered by the Administration to fall under this policy.

Teachers may set additional requirements for Chromebook use in their classroom.

Purpose

The purpose of the Chromebook 1:1 Program in SOHS is to provide equipment and resources that meet the needs of today's students and make them future ready.

The Chromebook 1:1 Program facilitates:

- Access to digital educational resources
- Availability beyond the school day
- Individualized learning
- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration
- Technology literacy skills

Receiving your Chromebook

Devices will be issued at the beginning of each school year. Students will receive a Chromebook and a charger. Both the student and parent/guardian must:

- Sign the Parent/Student Chromebook Agreement Form at Registration Day
- Attend mandatory New Parent Orientation meeting

You are responsible for any and all damages to your Chromebook, regardless of how it was damaged.

Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebooks which have been issued to them by the school. Chromebooks that are broken or fail to work properly must be reported to the appropriate campus personnel as soon as the problem arises for an evaluation of the equipment.

Never try to repair the Chromebook yourself or have someone outside the school work on it, as this could void the warranty and cause you to incur additional charges. If a loaner Chromebook is warranted, one will be issued to the student once a student has paid for repairs and until his/her Chromebook can be repaired or replaced

Screen Care:

The Chromebook screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Never carry a Chromebook while the screen is open.
- Do not place excessive pressure on the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).
- Clean the screen with a soft, dry anti-static, or microfiber cloth. DO NOT use window cleaner or pre-moistened eyeglass lens cleaning tissues to clean the screen.

Charging:

- Chromebooks must be brought to school each day fully charged. Students need to charge their Chromebooks at home each evening.
- Average battery life is 9 hours. If the Chromebook is consistently losing its charge before the end of the school day, it needs to be turned in to the appropriate campus personnel for repair.
- Chromebooks should be shut down at the end of the day to extend battery life.

Personalizing the Chromebook:

- You are responsible for removing and cleaning anything on the Chromebook before the date of return or incur a clean charge.

Using Your Chromebook

At School:

- The Chromebook is intended for academic purposes. Students are responsible for bringing their Chromebook to all classes.

At Home:

- All students are required to take their Chromebook home on a daily basis throughout the school year for charging. Chromebooks must be brought to school each day in a fully charged condition.
- If students leave their Chromebooks at home, they are still responsible for getting the course work completed as if they had their Chromebooks present (There is a spare computer in each classroom)
- If a student leaves his/her Chromebook at home for two consecutive days, he/she will be required to bring in the device to verify possession of the assigned Chromebook.

Working Offline:

- Students without Internet access at home or students in special situations (such as long-distance bus ride for an activity) have several options for working “offline” including:
 - Google Drive (Docs and Sheets) allows students to switch to offline editing functionality, where preloaded documents can still be viewed and edited..

Accessing the Internet at home and elsewhere:

- Students are allowed to connect to wireless networks when their Chromebooks are at home or in other venues where connectivity is offered (such as the Public Library, other school districts on activity trips, etc). Note that SOHS cannot provide any assistance, troubleshooting, or advice on such off-site connectivity.
- All SOHS electronic devices are furnished for educational use. Inappropriate use of a school device is subject to the Student Code of Conduct and loss of privilege per the Responsible Use Principles. All devices are owned by SOHS and are subject to search.
- When connecting from home, students and parents must be aware that all student activity on a district account is subject to SOHS policy, search of account, and disciplinary consequences for inappropriate use per the Responsible Use Principles.

Safety & Security

Monitoring of Use:

In compliance with state and federal regulations, the school utilizes CIPA (Children’s Internet Protection Act) compliant filtering. The school also uses third party solutions to monitor content for threats, violence, illegal activity, etc. Notifications come to SOHS technology support and administration regarding suspicious activity, and, when concerns are identified, disciplinary action and/or parent contact may occur. Students should be aware that there should be no expectation of privacy when using the school network or equipment. **Inappropriate use of a SOHS device is subject to the Student Code of Conduct and loss of privilege per the Responsible Use Principles. All devices and accounts are owned by SOHS and are subject to search.**

Storing Chromebooks at Extracurricular Events:

Students are responsible for securely storing their Chromebook during extra-curricular events. Under no circumstances should a Chromebook be stored in unsupervised areas. Unsupervised areas include the school grounds and campus, the gym, unlocked classrooms, hallways, bathrooms, extra-curricular bus, a car, or any other entity that is not securely locked or not supervised.

Athletes should check with coaches regarding a secure location when visiting other schools. It is each student’s responsibility to ensure that the Chromebook is properly secured.

Fees

Damaged, Lost, or Stolen Chromebook and Accessories

The following fines must be paid prior to the user being given his/her repaired or replaced Chromebook back:

| DAMAGED ITEM | COST |
|-----------------------------------|----------------|
| Missing key(s) or broken keyboard | \$5.00 per key |

| | |
|---------------------------------|----------|
| Cracked or damaged screen | \$30.00 |
| Damaged or lost power cord | \$25.00 |
| Removed asset/serial number tag | \$15.00 |
| Full replacement | \$200.00 |

When it is determined that the device was lost or damaged as the result of intentional or careless use, the student will be charged the full cost of the parts and/or replacement. In addition, the student is subject to disciplinary consequences.

If a loaner Chromebook is warranted, one will be issued to the student once a student has paid for repairs and until his/her Chromebook can be repaired or replaced.

If the Chromebook is stolen, a police theft report is required for no-fee replacement. Students who lose their Chromebook and do not have proof of a police theft report will be required to pay the full replacement cost.

Buyout Option:

At the end of the school year, all graduating seniors will be given an option to purchase their Chromebook from the school for \$160 for the newest models. The usage fee each year brings down the cost of the outright purchase of the Chromebook.*

*All costs are subject to change.

Student Name: _____

Date : _____

SILVER OAK HIGH SCHOOL

1:1 CHROMEBOOK PARENT & STUDENT AGREEMENT

Silver Oak High School students may be issued a Google Chromebook for their educational use. With acceptance of the Chromebooks, both students and their parents take on certain responsibilities. Acceptance of and adherence to these responsibilities will result in a rich technologically-enhanced learning environment for all involved. It is our belief that if reasonable precautions and care are taken in the use of the Chromebook, it should not experience physical damage. Each student and parent is asked to read this form carefully. The parent and the student should initial next to each statement that follows and sign below.

| Use, Proper Care, Precautions, & Personal Responsibilities | | |
|---|------------------------|--|
| Student Initials | Parent Initials | |
| | | 1. I/We understand that the Chromebook and its accessory equipment are the property of Silver Oak High School. |
| | | 2. I/We have read the Family Handbook section referring to chromebooks. |
| | | 3. I/We understand the student must abide by the rules and regulations of the Student Responsible Use Agreement for Technology Resources. Failure to abide by this policy may result in disciplinary action and/or confiscation of Chromebook. |
| | | 4. I/We understand that the Chromebook must be returned when they are no longer attending SOHS. |
| | | 5. I/We understand that I/we must report all Chromebook damages, or the theft/loss of the Chromebook to the school tech coordinator. In the case of theft, I/We also understand that a police report must be filed. |
| | | 6. I/We understand that I/we will be responsible for all repair/replacement charges associated with Chromebook damages caused intentionally, through a lack of reasonable precautions, or loss/theft. |
| | | 7. I/We understand that all students must have their Chromebook with them each day for every class. |
| | | 8. I/We acknowledge that we have received the Silver Oak High School Chromebook and agree to its contents in its entirety. |

Student & Parent Acknowledgement:

I have read, understand, and agree to follow the Silver Oak High School Chromebook Handbook.

Signature of Student _____

Date _____

Signature of Parent/Guardian _____

Date _____

Alcohol and Drug Policy

Any participation in possession or use of alcohol, drugs and/or weapons at school or any school-related event is prohibited.

First Offense

1. Student will be suspended from school for a specified amount of time determined by the entire staff.
2. Student must do the following to earn the trust of the group:
 - a. Agree to participate in professional counseling if determined to be necessary.
 - b. Keep commitments to the staff by following community rules.
3. Parents must take responsibility for the following:
 - a. Agree to monitor the specific conduct outside of school
 - b. Take the student for professional counseling if it is determined that there is a pervasive problem
 - c. Monitor the student's belongings.
4. Conduct will be reviewed before each field experience to determine if the student is able to participate. On the next overnight field experience, students will be required to room with one of the chaperones.

Second Offense

1. Student will be suspended from school for a specified amount of time determined by the staff.
2. Student must do the following to earn the trust of the group:
 - a. Agree to participate in professional counseling.
 - b. Keep commitments to the staff by following community rules.
3. Parents must take responsibility for the following:
 - Agree to monitor the specific conduct outside of school.
 - Take the student for professional counseling.
 - Monitor the student's belongings.
 - The counselor and the parents need to check in with the school on a regular basis.
- Conduct will be reviewed before each field experience to determine whether the student will be able to participate. Student will be required to room with one of the chaperones.
- The incident will be recorded on the student's permanent records.

Third Offense: The student will be suspended and be required to register for an accredited rehabilitation program. The student will be readmitted to the school only after successful completion of that program. If this requirement is not met, the student will be asked to leave the school permanently, that is, expelled. This will be recorded on the student's permanent records.

I have read and understand the above policy.

Student Name

Student Signature

Parent Signature

Date

Weapons, Fighting, Bullying and Solicitation of Illegal Substances Policy

Weapons and Fighting*: First and only offense.

1. Any student who is found with an item that was created to cause physical harm (“a weapon”), will be removed from the premises and recommended for expulsion. In addition, the police will be alerted to the offense.
2. Any student who instigates/perpetrates a physical fight with intent to harm will be removed from the premises and recommended for expulsion.

**** causing, attempting to cause, or threatening to cause physical injury to another person or willfully using force or violence upon the person of another, except in self-defense***

Solicitation of Illegal Substances: First and only offense.**

1. Any student who sells, deals or shares any illegal substances with other members of the school community will be removed from the premises and recommended for expulsion. In addition, the police will be alerted to the offense.

Bullying

1. If, at any time, the faculty feels that the community is in danger because of the conduct of a student, that student will be asked to leave the school and recommended for expulsion, upon validated first offense.
2. If bullying results in police involvement, the student will be removed from the premises and recommended for expulsion.

***** dealing, selling or sharing illegal substances***

Student Name:_____

Student Signature:_____

Date:_____

Parent Name:_____

Parent Signature:_____

Date:_____

Social Inclusion/Anti-Bullying Policy*

Social Inclusion

*adapted from the writings of Kim John Payne

Silver Oak High School's **Social Inclusion Policy** is a **“whole community approach”** that is fully supported by all constituencies in both the school and the home.

First and foremost, as a Montessori Secondary II program, Silver Oak High School emphasizes **“grace and courtesy”** as keys to establishing **social impulse control** and empathetic relationships at school and at home. The purpose of this emphasis is to bring much greater awareness to both **verbal and non-verbal communication**.

Once grace and courtesy is firmly established within the culture of the school, the Community, with the leadership and guidance of the “elders” (the faculty and parents), implements the following processes:

I. Disapprove, Discover, Do over

The Community helps students change negative social patterns, without needing to be blamed and shamed, by 1) identifying the negative behavior/response; 2) discovering its source/reason; 3) deciding upon an alternate, positive behavior/response.

II. Distinguishing Between Acceptable and Unacceptable Teasing

The Community assists students in understanding the relative sensitivity of each individual in the community; defines “teasing”; and identifies the range of unacceptable humor/sarcasm.

III. Facilitating Problem Solving Meetings at School and Home

The Community elders make themselves available to mediate and facilitate students' unacceptable social interactions at school and at home, thereby allowing students to problem solve and practice in two safe social arenas.

VI. Expressing Disapproval, Without Punishment or Blame.

The Community supports students in openly acknowledging unacceptable negative interactions. In this way all members deal with the matter openly and firmly (not judgmentally). The “natural consequence” (not punishment) for the negative social action is identified and emphasized. This approach encourages and involves...

V. Fostering of a “Telling Environment”.

The students, staff and parents feel free to speak up knowing that this candor will not place the “victim” in further danger or get the “bully” in trouble.

In implementing this social inclusion policy the following results ensue: 1) “bullies” do not gain status for negative social interactions; 2) an effective, positive caring approach is exemplified and encouraged and 3) support structures for students, teachers and parents are made applicable to the home as well as the school.

Anti-Bullying

adapted from “Hayward Unified School District Board Policy BP 5131.2 BULLYING”

The Governing Board of Silver Oak High School recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. School employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student, group of students, school employees, volunteers or visitors shall, through physical, written, verbal, or other means harass, sexually harass, threaten, intimidate, bully, cyber bully, cause bodily injury to, or commit hate violence against any other student, group, or school personnel. Silver Oak High School prohibits such harassment or victimization based on but not limited to any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

This policy is in effect during the school day, while students are on property within the jurisdiction of the school; going to or coming from school, on school-owned and/or school-operated vehicles, attending or engaged in school sponsored activities; and/or away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school. Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

The Board, School, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. To the extent possible, school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through the Family Handbooks and other appropriate means, of school rules related to all forms of bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying. The School may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Intervention

It is strongly recommended that students notify school staff promptly when they are being bullied or suspect that another student is being victimized. In addition, the Principal or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) As appropriate, the Principal or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students are expected to report all incidents of bullying, or other verbal or physical abuse. Any student who feels she/he is a victim of such behavior should immediately contact a teacher, counselor, Principal, or staff person.

Forms for reporting incidents of discrimination, harassment, intimidation and bullying shall be available at the school site. Complaints of bullying shall be investigated and resolved within 10 days. If the student who was bullied believes the situation has not been remedied, she/he may file a complaint in accordance with school procedures. Students are to be informed annually of the process by which they may make a report of bullying or harassment. This is communicated by an annual presentation from the Hayward Police Department and also during orientation.

The Principal or her designee shall be responsible for receiving complaints alleging violations of this policy. All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of bullying or harassing behavior, to immediately intervene, call for assistance, and report such incidents. The Board requires that staff follow school procedures for reporting alleged acts of bullying and take all necessary action to protect the victim of bullying. All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the school.

Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of bullying is expected.

When a student is reported to be engaging in bullying off campus, the Principal or her designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's

educational performance.

When the circumstances involve cyber-bullying, individuals with information about the activity will be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the Principal, or other school employee so that the matter may be investigated. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Principal or her designee also may file a complaint with the Internet site or service to have the material removed.

Retaliation against a student because the student has filed a bullying complaint or assisted or participated in a bullying or harassment investigation or proceeding is also prohibited. Students who knowingly file false bullying or harassment complaints or give false statements in an investigation shall be subject to discipline by measures up to and including suspension and expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

An allegation of bullying that involves sexual harassment, and the results of the investigation, shall be kept confidential to the extent reasonably possible.

Discipline

The Board recognizes that some acts of bullying, harassment, or intimidation may be isolated and/or unintentional incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may indicate a larger pattern of bullying that require a response either at the classroom, school site, or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of bullying may range from behavioral intervention and education up to and including suspension or expulsion.

In addition to the grounds specified in Education Code sections 48900, sections 48900.2, 48900.3, and 48900.4 provide additional authority to discipline a pupil in any of grades 4 to 12, inclusive for conduct that amounts to bullying. (Education Code 48900, 48900.2, 48900.3 and 48900.4)

Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sex-ting).

Explanation of Terms: Bullying & Cyber Bullying

“Bullying” is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, as defined, including, but not limited to, sexual harassment, hate violence, or harassment, threats, or intimidation, that has the effect or can reasonably be predicted to have the effect of placing a reasonable pupil, as defined, in fear of harm to that pupil’s or those pupil’s person or property, causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health, causing a reasonable pupil to experience substantial interference with his or her academic performance, or causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Reasonable student” means a pupil including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his or her age.

“Cyber-bullying” is defined as the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wired or wireless communication device. Cyber-bullying also includes breaking into another person's electronic account and/or assuming that person's identity in order to damage that person's reputation

Student Signature Date

Parent(s) Signature(s) Date

Student Signature Date

Parent(s) Signature(s) Date

Mathematics Placement Policy

This policy of the Silver Oak High Public Montessori Charter School (the “Charter School”) Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”);
 - b. Placement tests that are aligned to state-adopted content standards in mathematics;
 - c. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
 - d. Final grade in mathematics on the student’s official, end of the year 8th grade report card;
 - e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Principal, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student’s placement, as follows:
 - a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Principal, or his or her designee, that:

- i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests to reconsider the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.
 - b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.
5. The Charter School shall ensure that this mathematics placement policy is posted on its website.
6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Suspension and Expulsion Policy

SECTION I

Introduction and Purpose

“The procedures by which pupils can be suspended or expelled.” Education Code Section 47605(b)(5)(J).

Silver Oak High School Public Montessori Charter (“SOHS” or the “Charter School”) has established this policy and its rules and procedures in order to promote learning and protect the safety and well-being of all students.

Behavioral issues that arise at school and form a pattern of disruptive behavior will be addressed by the Vice-Principal immediately and on an ongoing basis with the students and family to develop practical, operable solutions in order to continue the student’s education at SOHS and maintain a safe, supportive, and productive environment for other students, families, and staff.

When school policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures are outlined in the Family Handbook and 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 the charter school property.

The Charter School Principal shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that

These disciplinary rules and procedures are available on request at the charter school office.

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 school days before the effective date of the action. The written notice shall be in the native language of the 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 procedures specified above for suspensions longer than 10 days, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified above for suspensions longer than 10 days, 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 as set forth in the suspension/expulsion policy.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act of 2004 (“IDEA”) 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 and procedures applicable to general education students except to the extent that federal and state law mandates additional or different procedures for that student. The Charter School shall 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.

SECTION II

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring 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.

For the enumerated offenses listed within this policy, school and private property include, but are not limited to, electronic files and databases.

Discretionary Suspension and Expulsion Offenses

Students may be suspended and/or recommended for expulsion when it is determined the pupil:

- a) Attempted to cause or threatened to cause physical injury to another person or attempted to willfully use force or violence upon the person of another, except self-defense.
- b) Unlawfully possessed, used, sold or otherwise 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.
- c) Unlawfully offered, arranged, or negotiated to sell any 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 an alcoholic beverage or intoxicant.
- d) Committed or attempted to commit robbery or extortion.
- e) Caused or attempted to cause damage to school property or private property.
- f) Stole or attempted to steal school property or private property.
- g) 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.

- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in *Health and Safety Code Section 11014.5*.
- j) Knowingly received stolen school property or private property.
- k) 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.
- l) 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.
- m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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.
- o) Made terroristic threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
- p) 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.
- q) 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.

r) 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) rights by creating an intimidating or hostile educational environment.

This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) 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, 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.

iv. 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.

t) 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 (a)*, above.

u) 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 Head of School or designee’s concurrence.

Note: If a student 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, this action will only lead to an expulsion recommendation, if combined with any other violation as described in section II a) through u) of this policy.

Non-Discretionary Expellable Offenses

Students must be suspended and recommended for expulsion 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 Principal’s or designee concurrence.

1) As defined in Section 921 of Title 18 of the United States Code and pursuant to the Federal Gun Free Schools Act of 1994, a student shall be expelled for one year, if bringing a firearm or dangerous device to school or school related activity.

2) 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.

3) 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.

b) Caused physical injury to another person or willfully used force or violence upon the person of another, except self-defense.

b) Possession of and/or brandishing a knife.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058.

e) 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*.

f) Assault or battery, as defined in *Penal Code Sections 240 and 242*, upon any school employee.

SECTION III

Suspension and Recommendation for Expulsion Procedure

A - Initiating Suspension

Student will be suspended immediately after a discretionary or non-discretionary suspendable or expellable offence or incident is reported to the Principal or designee, and will not be able to return to class.

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

B - Informal Suspension Conference

An informal conference conducted by the Principal or designee is scheduled, if possible, before the end of the school day. At the time of the actual suspension, a charter school employee shall make every reasonable effort to contact the parent/guardian by telephone or in person, to inform them that the

student cannot go back to class and that an informal meeting will be scheduled. The student and family and whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal will be invited to the meeting.

C - Suspension Notice to Parents/Guardians

Whenever a student is suspended, the parent/guardian shall also be notified in writing of the 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. SOHS believes family involvement in developing a structured, safe, and productive return-to-school plan is important.

If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay. However, reinstatement after a suspension shall not be contingent upon attendance by the pupil's parent or guardian at conferences.

An additional suspension notice with an explanation for extension will be forwarded to parents/guardians in the event that the suspension has to be extended.

D - Recommendation for Expulsion:

The Principal and Vice-Principal or designee shall investigate the incident and discuss with staff to determine if the pupil's presence will be disruptive to the education process; and/or the pupil poses a threat or danger to others. If neither is the case, the student will be allowed to go back to class at the conclusion of the suspension.

If, based on the investigation, it is determined by the Principal, that a recommendation for expulsion is necessary, the pupil and his/her guardians will receive a phone call to attend another conference.

E – Recommendation for Expulsion Conference

During the conference, upon a determination by the Principal or designee that the pupil's presence will be disruptive to the education process; and/or the pupil poses a threat or danger to others, the pupil's suspension will be extended pending the results of an expulsion hearing. Such extension shall be made only after the conference with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference, in which case the recommendation for expulsion and extension of suspension will still move forward.

F - Suspension Time Limits

- a) Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.
- b) Suspension time could be extended after a student has been recommended for expulsion, as set forth above.

SECTION IV

Expulsion Procedure

If a student has been recommended for expulsion, the following procedure shall be followed:

A - 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 expulsion panel to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice required by law.

The Charter School Board of Directors has the authority to expel the student following a formal hearing conducted by an expulsion panel.

The expulsion panel may recommend expulsion of any student found to have committed an expellable offense, taking into consideration, if means of corrections would be feasible or that due to the nature of the violation, the presence of the student would cause a continuing danger to the health and physical safety of the student or others.

A student may be expelled by the Charter School Board of Directors upon the recommendation of an Expulsion Panel, as set forth below.

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian as soon as possible but at least ten (10) calendar days before the date of the hearing. The notice shall include:

- 1) The date and place of the hearing;
- 2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- 3) A copy of 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 in charter school to any other district in which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or 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;

C – Expulsion Hearing: The hearing shall be conducted by an impartial expulsion panel. The Expulsion Panel shall consist of at least three neutral members, three teachers who are certificated. The teachers cannot be the current teacher of the student. The Expulsion Panel may recommend expulsion of any student found to have committed an expellable offense.

The expulsion hearing shall be held in a confidential 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. The Principal or designee, who is neutral and not a member of the expulsion panel, shall facilitate the hearing. The expulsion panel determines if the student should be recommended for expulsion to the Board of Directors.

Record of Expulsion 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.

Presentation of Evidence: While technical rules of evidence do not apply to an expulsion hearing, 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 Expulsion Panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose 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.

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 expulsion panel. 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 expulsion panel, 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 expulsion panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The expulsion panel 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 expulsion panel from removing a support person whom the presiding person finds is disrupting the hearing. The expulsion panel 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 expulsion panel 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 hearing meeting facilitator 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 circumstances 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.

D – Recommendation: The decision of the Expulsion Panel shall be in the form of written findings of fact and a written expulsion recommendation to the Board, which will make a final determination regarding the expulsion. If the Expulsion Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

E - Decision/Determination: The Board shall issue a written decision regarding the expulsion based on the written recommendation from the Expulsion Panel. The final decision (conducted in closed session) by the Board shall be made within ten (10) school days following the conclusion of the expulsion hearing. The decision of the Board of Directors is final and needs to be reported when the public meeting resumes. The report in open session of the public meeting shall refer to an expulsion hearing number to maintain student confidentiality.

F - Written Notification to Expel: The Principal or designee following a decision of the Board to expel shall send written notice of the Board's decision to expel to the student or parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; (b) a rehabilitation plan; and (c) 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 Principal 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.

G - No Right to Appeal: The pupil shall have no right of appeal from expulsion from the Charter School, as the Charter School Board of Directors' decision to expel shall be final.

H - 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.

I - Rehabilitation Plans: Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors based on the recommendation of the expulsion panel at the time of the expulsion order. The expulsion order may include, but is not limited to, periodic review as well as assessment at the time of review, if the student applies for readmission.

J - 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 of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan if any and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors 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.

K - Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities:

1. Services During Suspension: Students with an IEP or Section 504 Plan 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.

2. 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:

- 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;
- 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
- 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.

3. 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 expulsion panel in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) school day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

4. 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 Principal 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:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- 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
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting: The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services: A student who has not been identified as an individual with disabilities pursuant to IDEA 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 IDEA-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.

Youth Suicide Prevention, Intervention, and Postvention Policy

INTRODUCTION

This document outlines model policies and best practices Silver Oak High School will follow to protect the health and safety of all students. As suicide is a leading cause of death among young people (ages 10-19) and that an even greater amount of youth consider and attempt suicide, it is critically important that Silver Oak High School has policies and procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the Governing Board and School to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

To reduce suicidal behavior and its impact on students and families, the Superintendent or Designee, shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are able to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches. The Superintendent or Designee shall develop and implement preventive strategies and intervention procedures that include the following:

- Overall Strategic Plan for Suicide Prevention
- Prevention
 - Prevention Training and Education
 - Staff and Faculty

- Messaging about Suicide Prevention
- Parents/Guardians/Caregivers Participation and Education
- Student Participation and Education
- Intervention,
 - Assessment and Referral Practices
 - Action Plan for In-School Suicide Attempts
 - Action Plan for Out-of-School Suicide Attempts
 - Parental Notification and Involvement
- Postvention
 - Supporting Students after a Mental Health Crisis
 - Re-Entry to School After a Suicide Attempt
 - Responding After a Suicide Death

PURPOSE

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The Governing Board of Silver Oak High School:

- (a) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- (b) further recognizes that suicide is a leading cause of death among young people,
- (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and,
- (d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

SCOPE

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and Governing Board, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Employees of the Silver Oak High School and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals can identify

suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

PREVENTION

Overall Strategic Plan for Suicide Prevention: The Superintendent or Designee shall involve school-employed mental health professionals, administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Silver Oak High School's strategies for suicide prevention and intervention. Silver Oak High School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Governing Board has appointed Elaine Blasi, Head of School, to serve as the suicide prevention coordinator and point of contact for Silver Oak High School for issues relating to suicide prevention and policy implementation. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator and the primary and secondary prevention liaison (the **crisis team**).

- Suicide Prevention Coordinator: Melanie Carlton, melanie@silveroakmontessori.org
- Primary Prevention Liaison: Yanira Ledezma, yanira@silveroakmontessori.org
- Secondary Prevention Liaison: Araceli Rodriguez, araceli@silveroakmontessori.org
- Principal: Elaine Blasi, elaine@silveroakmontessori.org

Staff Professional Development: All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development will include additional information regarding groups of students at elevated risk for suicide, including those:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;

- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;
- Youth facing immigration or deportation issues

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
- District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Staff Training: Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals, counselors, and nurses.

Messaging about Suicide Prevention: Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Silver Oak High School along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Publication and Distribution: This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

Parents, Guardians, and Caregivers Participation and Education: To the extent possible, parents/guardians/caregivers will be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Silver Oak High School suicide prevention policy and procedures.

- Parents/guardians/caregivers will be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers will have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education: Silver Oak High School along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education will be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Silver Oak High School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

ASSESSMENT AND REFERRAL

Staff: Two Silver Oak High School staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. **Primary liaison is Melanie Carlton, Secondary liaison is Araceli Rodriguez.**

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.
- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of the *multi-disciplinary crisis team* members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

- The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers will follow a formal initial assessment to ensure that the student is not endangered by parental notification as described in the Parental Notification and Involvement section.

Students: Students will be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

- School mental health services will be made available to students

Parents, Guardians, and Caregivers: A referral process will be prominently disseminated by the crisis team to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

For youth at-risk: A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral.

- School staff will continuously supervise the student to ensure their safety.
- The principal, school suicide prevention coordinator, and primary prevention liaison will be made aware of the situation as soon as reasonably possible.
- The school employed mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral.
- When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

Parental Notification and Involvement: In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, primary/secondary prevention liaison, or mental health professional. If the student

has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on “means restriction,” limiting the child’s access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal, primary/secondary prevention liaison, or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. **If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, *they may delay such contact as appropriate.* If contact is delayed, the reasons for the delay should be documented.**

INTERVENTION

Action Plan for In-School Suicide Attempts: If a suicide attempt is made during the school day on campus, the health and safety of the student and those around him/her is critical. In these situations:

- School staff will remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- School staff will be mindful of nonverbal cues, use a calm voice without judgement or arguing with the student.
- School staff will move all other students out of the immediate area;
- School staff will immediately contact the principal and/or suicide prevention liaison;
- School staff will call 911 and give them as much information about the situation, any suicide note, medications taken, and access to weapons, if applicable;
- If needed, school staff will provide medical first aid until a medical professional is available;
- The school employed mental health professionals, primary/secondary prevention liaison, or principal will contact the student’s parent or guardian, as described in the Parental Notification and Involvement section.
- School staff will not send the student away or leave them alone, even if they need to go to the restroom;
- School staff will listen and prompt the student to talk;
- Give the student permission to express the full range of their feelings;

- Will not debate the right and wrong of suicide; and will offer hope and let the student know there is help;
- School staff will review options and resources of people who can help;
- School staff will be comfortable with moments of silence as the student (and the staff member) will need time to process the situation;
- School staff will provide comfort to the student;
- School staff will promise privacy and help as much as possible, and be respectful, but will NOT promise confidentiality;
- School staff will release students to parents/guardians/caregivers or to a person who is qualified and trained to provide help as described in the Parental Notification and Involvement section.

Action Plan for Out-of-School Suicide Attempts: If a suicide attempt by a student is outside of Silver Oak High School property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps will be implemented:

- Contact the parents/guardians/caregivers and offer support to the family as described in the Parental Notification and Involvement section;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for reintegration to school.

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

- Call the police and/or emergency medical services, such as 911.
- Inform the student's parent or guardian as described in the Parental Notification and Involvement section.

- Inform the principal or primary/secondary prevention liaison.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Supporting Students after a Mental Health Crisis: It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps will be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and without judgement to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

Parental Notification and Involvement during Intervention: Silver Oak High School shall implement the following procedures to ensure continuing care for the student identified to be at risk of suicide. To ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide prevention coordinator (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.

- If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. **Alameda County Child Abuse Hotline: 510-259-1800**

POST INTERVENTION

Re-Entry to School after a Suicide Attempt: A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Responding After a Suicide Death: A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. The crisis team (consisting of the primary and secondary prevention liaisons, the school employed mental health professional, principal, and any other designees will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the

cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

- **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
- **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting.

Coordinate an all-staff meeting, to include:

1. Notification (if not already conducted) to staff about suicide death;
2. Emotional support and resources available to staff;
3. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
4. Share information that is relevant and that which you have permission to disclose.
5. Review of protocols for referring students for support/assessment;
6. Talking points for staff to notify students;
7. Resources available to students (on and off campus).
8. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - b. Support siblings, close friends, teachers, and/or students of deceased
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Write a statement. For staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid suicide contagion. It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Initiate support services. Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Develop memorial plans. The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

External Communication. The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will follow all Silver Oak High School Media Guidelines and Policies. The spokesperson will also:

- Keep the suicide prevention coordinator and Governing Board informed of school actions relating to the death.
- If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

APPENDIX

Model Youth Suicide Prevention Policy

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

Note: This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.

- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
- (1) The guidelines are necessary.
 - (2) The department has the authority to issue the guidelines.
 - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

California Department of Education, Posted 05/09/2017

DEFINITIONS

1. **At risk**: A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral.
1. **Crisis team**: A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
1. **Mental health**: A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
1. **Postvention**: Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
1. **Risk assessment**: An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school mental health professional). This assessment is

designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

1. **Risk factors for suicide:** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
1. **Self-harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
1. **Suicide:** Death caused by self-directed injurious behavior with any intent to die because of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
1. **Suicide attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
1. **Suicidal behavior:** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
1. **Suicide contagion:** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
1. **Suicidal ideation:** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

RESOURCES

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention

Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>
- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have

thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>
- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>
- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/lss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>

Communications

Communications, Concerns, Grievances and Solutions for Our School Community

The Faculty, Staff, and Board of Directors of Silver Oak High School desire to support and promote healthy and timely communications focused toward developing solutions in all interactions. For answers to your questions and solutions for your concerns, please refer to the following chart for direction:

| Matter Related to: | First Contact: | Other Resources: |
|--------------------------------|-------------------------------|------------------|
| Your student's progress | Respective Teacher/Advisor | |
| Classroom Activities/Schedules | as above | |
| Classroom Procedures | as above | |
| Conduct Policies | Principal/Vice Principal | |
| Athletic Policies/Schedules | Athletic Director | |
| Academic Policies | Principal/Vice-Principal | |
| Family Conferences | Advisors/Office Manager | |
| Parenting Education | Principal | |
| Montessori Education | as above | |
| Faculty and Staff | as above | |
| Financial policies | as above | |
| Governance/Board of Trustees | as above | |
| Legal Matters | as above | |
| Admissions | Office Manager | |
| Registration | Vice-Principal/Office Manager | |
| School Calendar | Office Manager | |
| School Schedules | Counselor | |
| Student Records | as above | |
| Facilities | Principal/Office Manager | |
| Reimbursements | as above | |
| Fund Development | Board of Directors | |
| Public Relations/Marketing | as above | |
| Volunteer Activities | as above | |

If more help is needed, resolution should follow these steps:

- If you have questions regarding your student, ask the teacher. Please leave a message at school or at home. Teachers/Advisors are your first resources to answer your questions and resolve your concerns.
- If the communication with the teacher by email or telephone does not answer your questions or resolve your concerns, please request a family conference. A Concern / Problem Solving & Solutions Report will be signed by the attendees.
- If the communication with the teacher by email, telephone or conference does not resolve the issue, please address your question to the Head of the School. A Concern / Problem Solving & Solutions Report will be signed by the attendees.

We desire to provide a healthy and safe school experience for all students. When areas of concern are addressed quickly, collaboratively and with care, we will be able to support your student and your family in developing appropriate solutions.