

**Charter Renewal Petition**  
July 1, 2017 – June 30, 2022

# ***BITNEY PREP HIGH SCHOOL***

*“...Inspiring Students to be Ready for Life and Relevant to the World”*

**Submitted in March, 2017 to the  
Nevada County Board of Education**



## **Preface**

Consistent with the nature and size of Bitney Prep High School, this document and the information contained within it are products of the entire school community; students, parents, staff, administration, and governance council. Data was collected from the California Department of Education (CDE), the College Board, the Nevada County Economic Resource Council, the 2010 U.S. Census, and our own in-house records.

### **Charter Sponsor Nevada County Board of Education**

Robert Altieri  
Wendy Baker  
Larry Meek  
Ashley Neumann  
Michelle Sexton  
Holly Hermansen, Superintendent

### **Bitney Prep Charter Council**

Beth Grebe  
Russell Jones (non voting)  
Annekin Ove (Student)  
Dave Peterson  
Amy Pugel  
Eric Robins  
Winslow Rogers  
Shana Stratton (Chair)  
Lang Waters

### **Administration**

Russell Jones, Director  
Dave Peterson, Dean of Academic Affairs



### **Certificated Staff**

Daniel Elkin, Advisor, English  
Beth Grebe, Mathematics  
Julie Morse, Resource Specialist  
Misha Rauchwerger, Advisor  
Laurel Phillips, Spanish  
Amy Pugel, Advisor, Science  
Chad Wood, Advisor, Social Science & Art  
Scott Young, Advisor, English

### **Classified Staff**

Claudia Aguirre, Office and Business Manager  
Angelina Young, Office Assistant  
Patti Glen, Development and Marketing Director  
Rob Spencer, Technology Coordinator  
Jay Morse, Custodian

### **Nevada County Charter Services Authority**

Marshall Goldberg, Administrator  
Jeff Kirishian, Director of Student Services  
Jane McCardle, Administrative Assistant  
Grace Medeiros, Psychologist  
Jasmin Webster, Speech and Hearing Specialist  
Julie Morse, Resource Specialist

### **Teaching Specialists**

Mike Baer, Climbing  
Rick Kirkpatrick, Music  
James Long, Auto Restorations  
John O'Neill, Art

### **Parent Council**

Michelle Case  
Patti Glenn  
April Minick  
Sally Peterson  
Lang Waters  
Jaime Williams  
Angelina Young



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## Countywide Benefit

*Governing Law: A County Board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)*

*Governing Law: A County Board of education may grant a charter for the operation of a school under this part only if the board is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)*

The Nevada County Charter Cooperative was formed in 2007 to create an opportunity for innovative and effective practices and the provision of unique options for educational choice in Nevada County.

The Nevada County Charter Cooperative consists of 5 charter schools. Each school offers an educational philosophy or program that is unique and different from each other. In addition to recognizing the differences between these five charters and avoiding competition between one another, the Nevada County Charter Cooperative provides the following components:

- Economies of scale for efficiency of operation
- Collaborative and supportive opportunities for sharing and discussing effective practices.
- Sharing of business services provided by NCSOS
- Sharing of Student Support Services
- Regular meetings of charter school directors for sharing of resources, strategies, policies and procedures.

The services provided by Bitney Prep Charter School will benefit the population that this charter school serves. The practices of this charter school are based on sound educational principles and are likely to benefit the students who attend. Bitney Prep Charter School works cooperatively with 4 other local charter schools through a formal agreement with the Nevada County Board of Education and the Superintendent of Schools that has created the Charter Cooperative. All of the schools in the cooperative



are authorized by the County Board of Education. The uniform oversight treatment by the NCSOS including policies, procedures and requirements support the ongoing maintenance of this unique cooperative relationship.

### **Miscellaneous Clauses**

1. Term: This charter shall be for a term of five years, from July 1, 2017, to June 30, 2022. If, as a result of its annual review, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.
2. Amendments: Any amendment to this charter shall be made by the mutual agreement of the Charter Council and charter-granting agency. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.
3. Severability: The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Nevada County Superintendent of Schools and the Charter Council. NCSOS and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.
4. Communications: All official communications between this charter school and the charter-granting agency will be sent via First Class Mail or other appropriate means to the following address:

Bitney Preparatory High School  
135 Joerschke Dr  
Grass Valley, CA 95945

5. Petitioner of Record: Russell D. Jones, Bitney Prep Director



## Assurances and Affirmations

Bitney Preparatory High School (Bitney or “school”), a California public countywide benefit charter school, hereby certifies the information submitted in this petition for renewal to the Nevada County Board of Education (“NCBE”) and the Nevada County Office of Education (“NCOE”), (collectively, the “County”) is true to the best of the school’s knowledge and belief. The school will follow any and all federal, state, and local laws and regulations that apply to all Charter Schools, including but not limited to:

- The school shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605.6(d)(1)]
- The school shall be deemed the exclusive public school employer of the employees of Bitney for purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605.6(b)(5)(M)]
- The school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605.6(e)(1)]
- The school shall not charge tuition. [Ref. California Education Code §47605.6(e)(1)]
- The school shall admit all students who wish to attend Bitney, and who submit a timely application. If Bitney receives a greater number of applications than there are spaces for students, the application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to Bitney shall not be determined according to place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Bitney in accordance with the Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(B)]
- The school shall not discriminate on the basis of the characteristics listed in Education Code Section 220: actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605.6(e)(1)]



- The school shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The school shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- The school shall ensure that teachers at Bitney hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605.6(l)]
- The school shall at all times maintain all necessary and appropriate insurance coverage.
- The school shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the school without graduating or completing the school year for any reason, Bitney shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
- The school shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The school shall on a regular basis consult with its parents and teachers regarding Bitney's education programs. [Ref. California Education Code Section 47605.6(d)]
- The school shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The school shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605-47605.1]
- The school shall comply with all applicable portions of the Every Student Succeeds Act.
- The school shall comply with the Public Records Act.
- The school shall comply with the Family Educational Rights and Privacy Act.
- The school shall comply with the Ralph M. Brown Act.



- The school shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

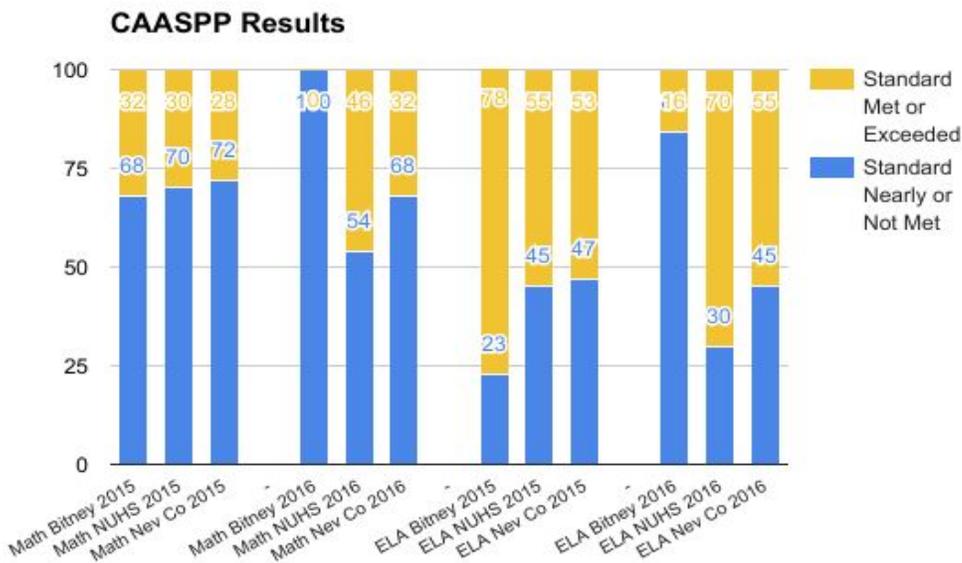
## **Executive Summary**

Bitney Prep High School respectfully requests renewal of our charter petition for a period of five years. We feel strongly that we have met the mandate of our current charter and that we are able to not only satisfy the conditions for renewal but that we will continue to offer a dynamic, challenging and engaging educational program to the students of Nevada County.

With regard to the renewal criteria outlined in Ed Code Section 47607(b), we feel we meet the criteria in subsection (4) (A) and (B i to iii). With regard to section 4(A), we offer a comprehensive high school curriculum that provides opportunities for success across a broad range of student abilities up to and including a highly rigorous college preparatory course of study which meets the University of California “a to g” entry requirements. As required by section 4(B i-iii) our students’ record of success in our program is reflected by data representing not only their scores on standardized assessments, but also our school’s low dropout rate, high graduation rate, and, perhaps most significantly, by testimonials from the students themselves who report having more success at Bitney than in any other schools they have attended. The chart that follows demonstrates how our students compare to students in other county schools where our students might otherwise have attended. There are many pertinent factors and indicators of schools’ performance, though academic performance, graduation rates and dropout rates continue to be regarded in the education community as the most important.

The state of California has undergone a shift in its standardized testing model, from the Standardized Testing and Reporting (STAR) program to the California Assessment of Student Performance and Progress (CAASPP) system and a gap in statewide assessment occurred during the 2013-14 school year. The chart on the following page presents CAASPP data from the two years since its origination. Bitney results are compared with those of the most comparable local high school, Nevada Union High School, as well as Nevada County students in general (11th grade only, since this is the only grade tested in high school). It should be noted that Bitney’s 2016 data reflects a significant anomaly which is explained on page 44.





At the time of writing this renewal petition, Bitney has arrived at a significant point in its development. In an ongoing effort to meet the mandates of our mission and vision, we have introduced various strategies and initiatives to engage students and make their learning meaningful and relevant to their interests and post-secondary choices. The success of a pilot internship program during the 2015-16 school year led us into a relationship with the Big Picture Learning (BPL) organization, [www.bigpicture.org](http://www.bigpicture.org). During this, the 2016-17 school year, we have embarked upon a transition period designed to implement the BPL model of advisories, internships and project-based learning. The implications for the school include the following proposed material changes to our charter:

1. A name change from Bitney College Prep High School to Bitney Prep High School. We feel this name change better expresses our purpose and mission by emphasizing preparation for a variety of post-secondary choices that include college, career and technical preparation, the military, social service organizations and many others.
2. Alignment of our curriculum delivery with the Big Picture Learning model. By introducing real world learning opportunities for our diverse student body through internships, and by having students, guided by their advisors, develop personalized learning plans, we are making our students' education more meaningful by making it more relevant, engaging and experiential and by linking it to identified post-secondary options.



*Note: Due to the fact that BPL schools typically follow a 3 day on campus and 2 day internship model, we have considered changing our funding apportionment formula from a site-based to an independent study model but this change is not being pursued at this time. We would however, like to inform our authorizers that we may be making this change in the future as our program grows and expands to include more off-site learning opportunities for our students. We understand that this would represent a material change to the charter requiring approval from the County Board of Education.*

I would like to emphasize the excitement that our school community shares due to our affiliation with the Big Picture Learning (BPL) Network. The emphasis which this program places on individualized and real world learning aligns perfectly with the mission and vision of our school and represents an arrival at an educational destination that the school has been evolving towards in recent years. Through the introduction of a strong experiential learning component, we have both broadened and deepened the learning opportunities for our student body which includes a diverse range of student interests and abilities. It is particularly worth noting that Big Picture Schools report a significant percentage of their graduates going to college after high school due in large part to the real world learning opportunities they have had through their internships. We are optimistic that we will see a similar trend develop at Bitney, combining as we are, a rigorous college prep curriculum with internship learning experiences. Our implementation of the BPL model is supported by the extensive BPL Network, including over 65 schools in the US and abroad, and significant research and professional development support for member schools.

## **Student Testimonials**

*“School never prepared me for the real world before now. I've learned that there's a lot more to this whole adult thing than I thought.”*

*“I've learned more about who I am and why I have a passion for the things I do.”*

*“It's allowing me to create the learning I want and to do it in a creative way and time. The opportunity to be a highschool student and get an internship has been incredible. I've learned many new things during my internship and it is giving me a better perspective about how to act in the workplace.”*

*“I've learned that freedom is a responsibility.”*



It is important to note that our three LCAP goals - 1) clarifying and marketing our brand, 2) empowering student-directed learning, and 3) increasing enrollment - are integral to the direction the school is taking. By keeping a close eye on the measurable outcomes associated with each goal we are optimistic that our focus in these areas will contribute to solid enrollment growth and ever greater success for our students in setting and achieving attainable post-secondary success.

In summary, we feel strongly that Bitney offers a viable, engaging, and important educational option to Nevada County students. Our combination of academic rigor, individualized educational planning and real world experiential learning, aligns with years of educational research and just plain common sense that tells us that putting students' interests and post-secondary goals at the core of their learning results in more connection and relevance for them as they realize the importance of education to their future independence and success. We look forward to continuing to offer our unique brand and educational philosophy to area students and families and to providing a solid educational and personal growth experience to students, preparing them for whatever next path they may take after high school, be it college, career/ technical training or other options.

Respectfully,



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Russell Jones, Director

## **EDUCATIONAL PROGRAM**

### **Ed Code 47605 A**

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those pupils whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i)*

*Governing Law: If the proposed charter school will enroll high school pupils, a description of the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(ii)*

Nearly everything one needs to know about Bitney is expressed in our long-standing school motto, which permeates throughout the school community on a daily basis:

***“Bitney is a place where students are known, respected, and educated.”***

Additionally, our educational philosophy is anchored by the following statements:

#### **Vision Statement:**

*Bitney...Inspiring students to be ready for life and relevant to the world*

#### **Mission Statement:**

*With collaborative, experiential, and traditional methods, Bitney imbues our students with profound curiosity, a love of learning, and a clear sense of self-direction.*

#### **Meet our students:**

In order describe Bitney Prep High School, one really needs to describe its individual students since, after all, we operate under the commitment to One-Student-At-A-Time. Students’ educational plans vary widely and it is important to detail this a bit. Through internships, advisory, project-based learning, and exhibitions, Bitney students create for themselves, in collaboration with their advisor, a rich learning plan that is centered



around their interests and passions, yet satisfy both high school graduation requirements and university eligibility requirements.

“Kristy” came to Bitney as a junior, having excelled academically at her previous high school but was looking for something different. In her recent Exhibition, she described how she will be researching American History, but through the eyes of literature. Kristy is currently an intern at a local physician’s office, and plans to pursue this further after high school at the University of Colorado, Boulder.

“Kevin” is a senior who has a passion for sustainability and ecological design. With this interest, he found an internship with a local permaculture expert, and spends his weekly Internship day working with animals, water systems, and food production. His plans for after high school are varied, but will likely include continued studies at a natural living school or other educational opportunities to continue his pursuits.

“Catherine” would otherwise be a junior, but is completing the necessary work to graduate early, and is now a senior. Her love of botany and medicine led her to an Internship at Haalo, a local apothecary that also hosts alternative medical practitioners. Though she is satisfying her graduation requirements through classes, she is also investigating the DNA of plant-based insulin sources.

“Bob” is a recent graduate of Bitney. His work at the local radio station and Nevada County Television have jump-started his pursuit of film. Bob is attending general education, art, and film courses at Sierra College, and hopes to transfer to a 4-year university, unless of course his career in film and media takes off first. He was the class of 2016 graduation speaker.

“John” came to Bitney at the beginning of his freshman year, looking for a more dynamic way to pursue learning. With a passion for writing and strong opinion, Bjorn secured an Internship as a journalist with the local newspaper of record, as a freshman. Now a sophomore, he continues to report and write, having produced upwards of 15 articles, some published on the front page.

Over the course of its eighteen year operating history, Bitney Prep High School has continually evolved to meet the needs of its students through informed governance, well- researched educational theory, and the application of best teaching practices in the classroom. With the growth in diversity of educational options in Nevada County, high school age students are presented with many choices in finding the right fit for their



unique developmental and learning needs. School offerings range from independent study models to large comprehensive high schools, and from credit recovery or vocational programs to rigorous college prep specialization. Throughout its history, Bitney has strived to serve its students by offering a challenging college preparatory curriculum aligned with the University of California A-G entry requirements, while at the same time attending closely to the emotional and developmental growth of each individual. Referring again to our motto, we prioritize getting to know our students, respecting them and educating them in a way that best guarantees their success in school and in life.

## **Big Picture Learning Overview**

Big Picture Learning was established in 1995 by Dennis Litkey and Elliot Washor, two veteran school administrators whose combined 30 years of successful school teaching and leadership experience led them to propose an educational model in which students would take responsibility for their own learning.

In the schools that Big Picture Learning envisioned, students would be at the center of their own education. They would spend considerable time in the community under the tutelage of mentors and they would not be evaluated solely on the basis of standardized tests. Instead, students would be assessed on exhibitions and demonstrations of achievement, on motivation, and on the habits of mind, hand, and heart – reflecting the real world evaluations and assessments that all of us face in our everyday lives.

Around the same time, the state of Rhode Island was re-examining its educational system. Dennis and Elliot proposed a design – a bold new school dedicated to educating one student at a time – the Metropolitan Regional Career and Technical Center (“The Met”), the very first Big Picture Learning school. The first Met class graduated in 2000 with a 96% graduation rate. Ninety-eight percent of its graduates were admitted to postsecondary institutions, receiving over \$500,000 in scholarships to help fund their college dreams.

Clearly, Big Picture worked. With these ground-breaking successes came national attention. In 2001, the Bill and Melinda Gates Foundation announced that the Met was its favorite high school in America, and that the U.S. needed more schools like it, providing Big Picture Learning with a large grant to replicate its design nationwide. In 2003, after the continued success of Big Picture schools, the foundation pledged a second grant to launch even more schools. By 2010, the President of the United States



was lauding the Met and schools like it as engaging and relevant models of innovation worth replicating.

Today, there over 65 Big Picture network schools in the United States and many more around the world; with schools in Australia, the Netherlands, Italy and Canada utilizing the Big Picture Learning design. Each individual school embodies the fundamental philosophy of Big Picture Learning: putting students at the center of their own learning. This year Bitney became one of four schools in California to adopt the Big Picture Model. The program is best defined by 10 distinguishing characteristics as follows:

**ONE STUDENT AT A TIME** - The entire learning experience is personalized to each student's interests, talents and needs. Personalization expands beyond mere academic work and involves looking at each student holistically.

**ADVISORY STRUCTURE** - Advisory is the core organizational and relational structure of a Big Picture Learning school, its heart and soul, often described as a "second family" by students. Students stay with an advisor and a group of fellow classmates for four years, building close personal relationships that last a lifetime.

**LEARNING THROUGH INTERESTS AND INTERNSHIPS (LTIs)** - Real world learning is best accomplished in the real world. Big Picture students intern--often twice a week for an entire school day--with experts in their field of interest, completing authentic projects and gaining experience and exposure to how their interests intersect with the real world.

**PARENT AND FAMILY ENGAGEMENT** - Parents are welcomed and valued members of the school community and play a proactive role in their children's learning, collaborating in the planning and assessment of student work. They use their assets to support the work of the school, and often play an integral role in building relationships with potential LTI mentors.

**SCHOOL CULTURE** - In Big Picture schools, there is palpable trust, respect and equality between and among students and adults. Students take leadership roles in the school, and teamwork defines the adult culture. Student voice is valued in the school decision making process and visitors are struck by the ease with which students interact with adults.

**AUTHENTIC ASSESSMENT** - Students are assessed not only by tests, but by public displays of learning that track growth and progress in the student's area of interest. Assessment criteria are individualized to the student and the real world standards of a



project. Students present multiple exhibitions each year and discuss their learning growth with staff, parents, peers, and mentors.

**SCHOOL ORGANIZATION** - Schools are organized around a culture of collaboration and communication. They are not bound by the structures of buildings, schedules, bells, or calendars. There is an interdependence between school and community.

**LEADERSHIP** - Leadership is shared and spread between a strong, visionary principal; a dedicated, responsible team of advisors and other staff; and students. The community functions as a democracy. A pervasive sense of shared ownership drives a positive culture dedicated to ongoing improvement.

**POST-SECONDARY PLANNING** - Students develop plans that contribute to their future success—be it through college, trades, schools, travel, the military, or the workforce.

**PROFESSIONAL DEVELOPMENT** - Regular advisor PD is conducted at each school by principals, other school staff, and BPL staff and coaches. A Big Picture School is a community of lifelong learners who embrace continuous improvement.

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## **Local Control Accountability Plan (LCAP) Alignment**

In the process meeting the mandate of the LCAP over the last two years, Bitney has identified three overarching goals that align our program with our expenditures and that allow us to meet the eight State (and/or Local) Priorities listed in Ed Code sections 52060, 52060(d) and 52066. The goals and associated measurement metrics are well matched to the program modifications and improvements that are underway at our school. Our goals are:

1. All students will gain a greater understanding of their academic program, improve their achievement, and align their learning to clear post-secondary goals.
2. The school will clearly identify and articulate the “Bitney Brand” as a distinct and unique educational alternative for county students.
3. Enrollment will increase annually to a maximum of 125 students in year 3 and to an overall maximum of no more than 150 students in the future.

Following are the metrics we are using to measure our progress in meeting the State Priorities associated with our goals:



### **State Priority 1 - Basic**

- A. 100% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.
  - Credentials and assignments are continually monitored in compliance with state and WASC requirements.
- B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials.
  - No student in the school lacks access to instructional materials.
- C. School Facilities are maintained in good repair as indicated on our site review checklist.
  - School maintenance is ongoing through regular attention to needed repairs done both by school staff and the property owners.

### **State Priority 2 - Implementation of State Standards**

- A. Implementation of the academic content and performance standards adopted by the state board has been accomplished.
  - This work is ongoing to assure alignment of our curriculum and methodologies with the standards.
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
  - English learners are typically foreign exchange students in our school who are assessed through administration of the California English Language Development Test (CELDT) to determine if they need EL support.

### **State Priority 3 - Parental Involvement**

- A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
  - Regular monthly meeting of the Parent Council attended by the Director and Development Director.
  - Monthly News and Notes emails from the Director and feedback from parents.
  - Goal to increase regular Parent Council participation to at least 10 parents.
  - Conducting annual parent surveys



- B. How the school district will promote parental participation in programs for unduplicated students.
  - Parent Council involvement in hot food service
  - Parent Council support of scholarships for low-income students
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.
  - As determined by the IEP Team.

#### **State Priority 4 - Pupil Achievement**

- A. Statewide assessments
  - CAASPP Targets: Math 70% Exceed or Meet; ELA: 80% Exceed or Meet; CST: 80% Exceed or Meet
- B. The Academic Performance Index
  - Not applicable
- C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with the state board-approved career technical education standards and Frameworks.
  - Target: 100% of graduates
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.
  - Target 100%
- E. The English learner reclassification rate
  - Not applicable
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
  - AP classes are not regularly offered, however students wishing to take AP tests are provided with one-on-one tutoring and support to prepare.
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness.
  - Target: 100% of graduating class



**State Priority 5 - Pupil Engagement as measured by all of the following as applicable:**

- A. School attendance rates
  - Target: 90 ADA
- B. Chronic absenteeism rates
  - Target: Reduce from 9% to 7%
- C. Middle school dropout rates - not applicable
- D. High school dropout rates
  - Target: 0
- E. High school graduation rates
  - Target: 100% of grade 12 class

**State Priority 6 - School Climate as measured buy all of the following as applicable:**

- A. Pupil suspension rates
  - Target: Reduce from 10% to 5%
- B. Pupil expulsion rates
  - Target: 0
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
  - Target: Conduct annual surveys of all stakeholders re: marketing, school climate, and school safety and publish results.
  - Target: Increase number of school inquiries by 25%
  - Target: Increase number of new enrollments and transfers by 40%

**State Priority 7 - Course Access**

- A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as Applicable
  - All courses are available to every student
- B. Programs and services are developed and provided to unduplicated students
  - All courses are available to every student
- C. Programs and services are developed and provided to individuals with exceptional needs.
  - On average, nearly 20% of our students have Individualized Education Plans designed to provide them with access to our curriculum.

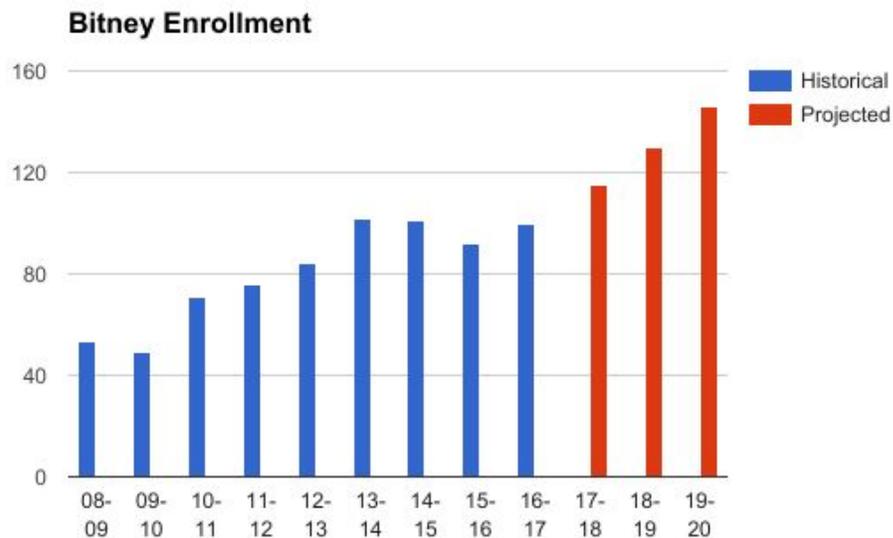
## State Priority 8 - Other Pupil Outcomes

A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i) inclusive of Section 51220, as Applicable.

- Targets:
  - 75% students above 2.0 GPA
  - 40% students above 3.0 GPA
  - 15% student attending 4 year college
  - 50% students attending 2 year college
  - % student attending other post-secondary options 35%
  - 100% students enrolled in internship program

## Targeted School Populations

The educational program and philosophy of Bitney Prep is to provide 9th through 12th grade students, aged 14 to 18, with the experiences and skills needed to participate passionately and responsibly in life, and the tools to pursue their educational and career goals upon graduation. The chart below shows Bitney's enrollment trend in recent years and a projection of growth for the next 5 years. Our projections are based upon the launch of the Big Picture Learning model and our expectation that this re-branding will attract more students to our program.



There is no such thing as a “typical” Bitney student. The student body is drawn from virtually all middle school programs in Western Nevada County, and beyond. Most students are quite proud to attend Bitney and recognize the unique quality of our program. If there must be one way to describe the student body, the closest approximation would be that Bitney students are self directed and not prone to “follow the crowd.”

## **What It Means To Be An Educated Person in the 21st Century**

Bitney envisions educated people in the twenty-first century as those who are aware of themselves and the world around them, are skilled in the latest communication tools, and possess an understanding of the environmental, historical and cultural issues that shape and have shaped the world in which they are maturing. Together with a strong base in science, mathematics, and literature, they should possess a familiarity with, and appreciation for the arts, and celebrate their own creative talents. Above all else, they should be imbued with a lifelong love of learning, a profound curiosity, an uninhibited sense of questioning and examination, and a powerful sense of self-direction.

Consistent with these goals, our stated vision and mission, and the Big Picture Learning philosophy, Bitney students are exposed to a broad variety of academic and non-academic challenges on a daily basis. Throughout the program, our emphasis on critical thinking, real world learning opportunities and problem solving skills helps Bitney students not only reach for these lofty objectives, but also become self-motivated, competent, and lifelong learners who are better prepared to meet the immense challenges and opportunities of the 21<sup>st</sup> century.

Strongly guided by the school’s Mission, Vision and Motto, Bitney’s student learning outcomes are expressed in our Expected Schoolwide Learning Results (ESLRs) and the Big Picture Learning Non-Cognitive Competencies.

The development of our ESLRs emerged out of the process of creating our 2005 WASC Self Study Report and represent a comprehensive list of academic and social skills and abilities. The Non-Cognitive Competencies were adopted from the Big Picture Learning Network and further elaborate the benefits of pursuing a learning program that includes both academic challenge and experiential learning opportunities.



## Expected School-Wide Learning Results (ESLRs)

Bitney graduates will be:

1. Accomplished scholars who:
  - have the opportunity to complete a comprehensive, standards-based, college preparatory course of study
  - are well prepared for freshman level post-secondary education
  - have explored a variety of educational and career options
  
2. Effective communicators who:
  - read and listen critically
  - write and speak confidently
  - appeal to a target audience effectively
  - make progressive use of technological resources
  
3. Critical thinkers/Problem solvers who:
  - think in context
  - are creative in formulating new questions and questioning old formulas
  - recognize legitimate authority and have the confidence to challenge conventional thought
  - gather, organize, analyze and synthesize information
  - value and appreciate the capacities of multiple intelligences
  
4. Self-motivated, Competent, and Lifelong learners who:
  - are intrinsically motivated to continue their education
  - learn for the sake of learning
  - engage the world with curiosity and wonder
  - actively live out their physical awareness with healthy habits
  - are able to confidently meet the demands of changing technology are competent and critical internet researchers
  
5. Authentic individuals who:
  - are self-possessed
  - find and embrace their passion
  - refine and exercise their creativity
  - are free to explore, experiment and learn from failure
  - are purposeful about their future
  - maintain a positive outlook



6. Community members who:
  - embrace tolerance and diversity
  - hold strong convictions and with integrity
  - are considerate of other people's experiences
  - value service and honor selflessness
  
7. Responsible global citizens who:
  - are geographically, historically and culturally literate
  - have a strong foundation in foreign language
  - are aware of their interconnectedness to the community, society and the world
  - are able to articulate and defend their personal ethics
  - are thoughtful about the interplay of science, technology and human values

## **Non-Cognitive Competencies**

### Competency #1: Positive Self Concept

A Positive Self Concept refers to an individual's level of confidence, strength of character, determination, and independence. We think about this competency in terms of how students refer to and think about themselves in the past, present, and future. While these temporal domains are related, we think it is essential for students to see themselves positively in each of these areas. Further, while a student may come across as upholding a positive self concept, probing into how the student speaks of or writes about him/herself in the past or future may reveal deeper connections that the student is making in the development of his or her own self concept.

### Competency #2: Realistic Self-Appraisal

A Realistic Self-Appraisal refers to an individual's ability to recognize and accept his or her strengths and deficiencies, especially academic, and the individual's determination to work hard at self-development. In addition, it looks at how well an individual recognizes the need to broaden his/her individuality. This competency extends to a student's understanding of his/herself with regard to patterns of choice, recognizing and approaching struggles within and beyond the student's control, as well as how the student connects his/her learning to realistic goals and long-term vision.

### Competency #3: Skills at Navigating Systems and Understanding and Dealing with Discrimination

Navigating Systems and Understanding and Dealing with Discrimination refer to how well the individual understand the "system" based upon personal experience and how



committed he/she is to improving the existing system. The individual takes an assertive and active approach to dealing with existing wrongs, but is not hostile to society, nor is a “cop-out.” Skills related to this competency include self-advocacy, social reasoning, and skills related to ethical development.

Competency #4: Preference for Long-Range Goals over Short-Term or Immediate Needs Preference for Long-Range Goals over Short-Term or Immediate Needs refers to how well an individual is able to respond to deferred gratification, while planning ahead and setting goals. This can include quarterly or yearly learning goals, daily work goals, and post high school goals and long-term vision.

Competency #5: Availability of a Strong Support Person

Availability of a Strong Support Person refers to how well an individual seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement. This extends to a student’s definition of strong support.

Competency #6: Successful Leadership Experience

Successful Leadership Experience refers to how well an individual demonstrates strong leadership in any area of his/her life (e.g. church, sport, non-educational groups, family, community, etc.). Leadership has many definitions and not limited to traditional definitions based on roles, hierarchy, or in-school leadership. Leadership includes out-of-school involvement at home or in the community. This competency extends to understanding of successful leadership.

Competency #7: Demonstrated Community Service and Involvement

Demonstrated Community Service and Involvement refers to an individual’s participation and commitment to his/her communities. This includes in-school and out-of-school communities. This competency extends to the students cultural community.

Competency #8: Knowledge Acquired in or about a Field

Knowledge Acquired in or about a Field refers to an individual’s ability to learn from experiences outside of the classroom, using less traditional methods that are outside of the education system. Examples include internships and career and interest exploration.

**The Importance of Highly Qualified Teachers**

We firmly believe that the best means to attain the above objectives is by “putting the best team on the field.” Studies continue to support the premise that the best way to achieve high academic success is through teacher quality. Whether or not a school



has the best resources money can buy, state of the art facilities, or unlimited funding – a high quality teacher in the room can inspire, motivate, and challenge students like nothing else. Without question, we at Bitney believe we have the finest teaching staff in Nevada County.

## **How Learning Best Occurs**

### **One Student At A Time**

At Bitney we recognize the uniqueness of each individual student and strive to align their learning with their interests and passions. Rather than a “one size fits all” approach to learning, each student designs and pursues an individualized learning plan. Each student is supported in his/her learning by a team that includes their advisor, class teachers, administrators, special support staff as needed and, of course, parents. This enables students to develop academically and personally in an environment where they are supported and encouraged by both peers and faculty. This deep level of support and individualization is made possible through the Advisories.

### **Advisory**

An advisory is a small group of students (10-20) at the same grade level who work closely with a teacher to design and carry out their learning plans. Advisory is the “home base” for students in our school and is the center of accountability for their work. Advisories typically stay together for all four years of high school and the students become closely bonded and supportive of one another as they make progress through their learning plans.

### **Advisors**

The role of the advisor is critical and represents a significant departure from the “stand and deliver” subject-specialist profile which is typical in traditional school settings. Advisors are responsible for creating and maintaining a supportive and nurturing environment among their advisees and for working closely with each individual on the design and implementation of students’ learning plans. In addition to their advisory responsibilities, advisors teach classes in their subject areas, conduct individual and group meetings with students, facilitate and monitor student internship placements, communicate regularly with parents, assess student progress in meeting their learning goals and are responsible for helping students to acquire a strong set of learning skills that foster independence and progress towards graduation and beyond. All advisors are California certified teachers at the high school level.



## **Learning Plans**

Working together with his or her academic support team, each student develops an individualized learning plan that serves as the core of their educational experience. In addition to the advisory and internship experiences, learning plans typically include regular subject classes, independent study opportunities and online learning options. Learning plans are kept on file within the advisories and serve as the basis of the educational agreement between the school, the student and the parents.

## **Real World Learning**

Bitney provides real world learning opportunities through the Learning Through Internship (LTI) program. All students are coached within the advisory structure to prepare for and secure a learning opportunity in the greater community. The learning experience is facilitated by the advisor who works closely with the internship mentor to identify and carry out projects which not only serve the needs of the internship site, but that also provide opportunities for acquiring academic credits through hands-on learning.

## **Curriculum and Graduation Requirements**

Our academic program offers a broad range of choices for students to earn a high school diploma. For students planning to attend college, students must complete a total of 230 credits to graduate. In order to accomplish this goal, students are required to take and pass 4 years of English, 3 years of Math, 2 years of Laboratory Science, 1 year of World History and U.S. History, a semester each of Government, Economics, and Health, 2 years of Foreign Language, 1 year of Visual or Performing Arts, 2 years of Physical Education, 1 semester of Senior Seminar, 1 year of Computer Technology, and 4 years of Advisory/Internship and Other Courses (see chart on page 39). An additional year of Math, Laboratory Science, and Foreign Language is strongly recommended, especially for those intending to go directly to a four-year college or university. Senior Seminar includes a comprehensive Senior Project.

The Mathematics program used is College Preparatory Math (CPM). CPM differs from the traditional delivery in math in the more widespread use of “applied” mathematics through word problems, and the practice of group work. With the teacher acting as a mentor, groups are encouraged to come up with the answers to a problem, or a particular theorem or function on their own. Without question this leads to greater development of problem solving and critical thinking skills.



Essentially, this same emphasis on group projects and presentations, frequent oral reports – both formal and informal – discussion, debate, hands-on experience, and cross curricular thematic units pervades the entire program.

The English Department uses a wide variety of classroom sets of novels and plays. This allows the freedom for teachers to derive topical readings from a wide variety of sources, including books, magazines, newspapers, and online sources. The Science, Foreign Language, and Social Science Departments operate in much the same manner, yet all keep some manner of textbooks on hand as reference materials.

Thus, the curriculum is not tied to any particular methodology or system, other than adherence to our ESLRs, the state standards, and our UC approved syllabi. Teachers are encouraged to cover the material in innovative and relevant ways. This allows the staff to keep their programs fresh, and not be tied to the same lecture or system year after year. The overarching goal throughout the curriculum is the cultivation of problem solving and critical thinking skills.

A variety of general elective and enrichment courses enhance the academic program. Students also earn academic and elective credit through their internships, community and online independent study courses, and the chance to take courses directly through Sierra College.

The typical school day on campus runs from 8:20 am until 3:30 pm. except on Fridays when school is dismissed at 2:00 pm. Wednesday is Internship Day when students are off site at their internship locations.

Previously, 150 hours of Community Service was a graduation requirement. However, with the advent of our internship program we have determined that students are satisfying the intent of the community service program through the experiences they are having in real world learning environments. For several years we have been nurturing relationships with many area non-profits, schools, and businesses in order to create solid community partnerships and these have proved very beneficial to the success of our internship program.

### **How Curriculum is Aligned to CA Content Standards**

In addition to measuring student outcomes with a keen eye on our ESLRs and Non-Cognitive Competencies, the University of California has approved the entirety of Bitney's core academic program as "a-g" courses, and all meet or exceed the California Content Standards.



With our adoption of the BPL learning model, students are learning through their internships and through projects which potentially include opportunities for multiple separate subjects to be included. For example, one of our students is deeply interested in solar energy. He is interning at California Solar in Grass Valley, learning about how solar systems work and how to design and install them. Here at school he has initiated a project to install a solar array on our roof which will power a charging station for students' phones, computers and other electronic devices. He has already collected a number of donated solar panels and is putting together a team to design the best placement of the installation, researching solar patterns through the seasons, computing the optimal angle for the panels, designing the electrical circuitry and battery storage required and estimating the potential electrical output of the installation. His interest has led him into research about the evolution of energy policy and the energy industry in the US, including coal, gas and nuclear energy generation, the rise of the environmental movement as it relates to the energy industry, climate change concerns and possible projections for how alternative sources of energy may factor more significantly into our country's energy future.

The challenge we face with such a project is in identifying the specific subject learnings within the project and aligning them with the content standards. With coaching and support from the BPL network we are developing a process that requires the participation and collaboration of all of the faculty in evaluating a project proposal, identifying specific subject learning opportunities, matching those learnings to the subject content standards and finally, determining the amount of credit to be earned. This is a significant undertaking and one to which we are devoting the majority of our professional development time and resources. Fortunately, as noted above, we have support and assistance from BPL specialists in this area and from schools within the BPL network that have either already developed or are developing similar processes and models. See Appendix A for an example of a Project Proposal.

Bitney uses School Pathways as its student database system. An online platform, School Pathways allows teachers to update their gradebooks continually, and parents and students to access this assessment information at home via computer or smartphone and therefore be more integrally involved with their student's learning and progress towards graduation. School Pathways also allows Advisors to structure and facilitate students' hybrid coursework and ensure that the California State Standards are being addressed. It does so by allowing projects to be tracked and assessed whether through independent, Advisory work, in a more traditional Workshop model, or a hybridized combination of the two. Please see Appendix B for an example of a Learning



Record that demonstrates this connection of coursework to the standards. Though we do not currently employ this Learning Record document it demonstrates how Bitney's curriculum and diverse delivery methodologies can be aligned to the state standards.

### **Co-Curricular and Extra-Curricular Activities**

Following are some of the opportunities that Bitney students have to explore additional learning opportunities beyond the core program:

Sierra College: Bitney has always stressed the relevance for our students of taking courses through the Sierra College enrichment program. Juniors and Seniors with a minimum of a 3.0 cumulative grade point average can enroll in enrichment courses at the Grass Valley campus of Sierra College. This is a tremendous opportunity for several reasons. One, it exposes them to the atmosphere of a community college. Further, it enables students to either catch up on credits they need or actually accelerate their path through high school. We have had three students complete high school in three years by adhering to an aggressive program through Sierra College. This option is especially attractive to college bound seniors, as they are not required to be on campus at Bitney beyond lunchtime.

In addition to the enrichment program described above, we are currently in negotiations with the Sierra College administration to make more of their classes available to a broader range of our students. As of this writing, we are working on a draft MOU with the college which will outline the parameters and expectations of this expanded course access. Once in place Bitney will be one of only two area high school to have such access to a broad range of Sierra courses, greatly enhancing and expanding our students' educational options.

Independent Study and Personalized Learning: Bitney is pleased to offer students the opportunity to participate in evening courses in the community, on-line courses, or specific short-term workshops; and receive academic credit for them. For example, PE credit can be earned by joining a fitness, dance, or fencing course; completing a log of hours at a local gym; or playing on an adult or club team sport, such as soccer or basketball. Courses in on-air broadcasting at the local radio station, or graphic design through a private entity are further examples of this option. We feel strongly that this allows students and their parents an opportunity to participate in important hands-on experiences in the community; and at the same time earn valuable high school credit. During our just completed WASC visit, this movement towards more personalized learning



opportunities was considered a particular strength of our program, and one that should be more fully integrated into all aspects of our academic program.

International Educational Tours and Exchanges: In five out of the last eight years, usually in the spring, a contingency of Bitney staff, students, and parents have participated in a seven to ten day trip abroad. The idea is to enhance some particular aspect of classroom study in a way that is both meaningful and profound. High school students and teachers from other parts of the country often join the group. The tours are organized through a commercial tour company specializing in high school travel. All arrangements are taken care of, although a good amount of free time to explore is set aside. Although prices are discounted, the cost of the trip prohibits large numbers of students from participating. Such trips are **not considered a school sponsored event**, due to the fact that the cost for air-fare, lodging, and tours are taken cared of by each individual participating family. All arrangements for these trips are made directly through the tour company.

In recent years Bitney families have hosted foreign exchange students and our own student shave had the opportunity to study abroad as well. These experiences are formative in the students' lives and contribute significantly to the school culture by giving our students exposure to other cultures and global experiences.

Athletics: Despite not having the capacity or facilities to field any type of interscholastic athletic team, we do field an ultimate frisbee team every year. "Air Traffic Control" often participates in several tournaments in other parts of the state and in Oregon. Beyond that, when student interest allows, we have put together teams that have competed in the Grass Valley Recreational Leagues in basketball and volleyball, and a mixed student/adult team at Samba Soccer.

Clubs: In the same vein, we have very few extracurricular "clubs." When clubs do form they are generally once again student driven, or put together by a particular staff member or parent with an interest. We currently have a very active Gay/Straight Alliance club that meets regularly and does many outings throughout the year.

Wilderness Week: Wilderness Week is a unique Bitney program that takes place each fall, usually during the third week of September. Each year the particulars



of Wilderness Week are different, but the overarching goals and themes remain the same:

1. To expose our students to the outdoors in a thematic, comprehensive way, and to remove ourselves from the creature comforts of home and the ever present fascination with all things digital and technological. To become more comfortable in a wilderness setting, to have fun doing so, and to learn more about the issues confronting the ecosystems we visit.
2. To strive for solid community building; get the students to know each other a bit better, and allow the students and staff (and parents) to interact on a level that is simply not achievable in the classroom. During Wilderness Week, students and staff are literally and figuratively “in the same boat.” This fits in quite well with Bitney’s strategic goal of aiming high academically while building a strong community.

### **Supporting Students Who Do Not Meet Learning Outcomes**

As a school where students are “known, respected and educated,” Bitney prides itself on the degree to which we know our students. Every week the staff meets to review the progress of students who may be struggling academically or who are dealing with significant emotional, behavioral, or learning challenges. There is a near constant dialog among staff members about students we are concerned about.

When problems arise, we immediately take whatever steps are necessary and use all available resources to intervene with support and proposals for solutions. We inform parents, schedule meetings with all interested parties, convene student study teams, and draw upon the expertise and training of our resource specialist, psychologists, and speech and language specialist as needed. We are also fortunate to have a number of resources available through the County Office of Education and through other county-wide social service agencies.

Our track record with struggling students is strong and we frequently help students find success who have failed in other school settings. Students always come first at Bitney and we are a great team of professionals with a wide array of skills and abilities to apply in support of our students.



## Special Education

### Assurances:

Bitney Prep High School will:

- provide all Special Ed services in a fair and safe environment.
- be responsible for any legal fees relating to the application and assurances process.
- be fiscally responsible for fair share of any encroachment on general funds.
- comply with all provisions of IDEA.
- assure that no student will be denied admission based on disability or lack of available resources.
- be responsible for any services and accommodations for a student on a 504 Plan.

Through membership in the Nevada County Charter Services Authority (NCCSA), Bitney currently serves and supports students with IEPs and 504s. Our special needs population averages just under 20% which is typically the highest in the county. The NCCSA, a California Joint Powers Agency, in cooperation with four other charter schools in the cooperative, provides Resource Specialists, Psychologists, and Speech and Hearing services to Bitney students. In addition, through the NCCSA, Bitney – and all other schools in the JPA – is recognized by the State of California as an LEA within the Nevada County SELPA, under Section 4, Subsection 2b, for the purposes of special education. An NCCSA administrator, representing all five schools, is a voting member of the Nevada County SELPA, and is in regular contact with the Nevada County Director of Special Ed. This voice at the decision making level is another benefit of Countywide sponsorship.

Our plan for the delivery of special education services provides for quality educational programs and services in compliance with the Nevada County Local Plan and all legal guidelines. The NCCSA provides educational and administrative services and support to members. The services include special education administration, staffing such as school psychologists, special education teachers, speech and language pathologists, and aides and related goods (testing materials, etc.) and oversight of their activities.

Under the federal Individuals with Disabilities Education Act, or IDEA, Bitney Prep High School identifies and evaluates students who have disabilities and offers them individualized education programs (IEP) for special education and related services. A team using a process specified in the law makes decisions regarding the services that are included in an IEP. An IEP team includes a student's classroom teacher, special



educator, parents, and a representative of the school administration who is empowered to commit resources such as staff time or funding. By law, we are required to carry out all provisions outlined in a student's IEP.

Each IEP team considers the continuum of placement options. This includes placement in programs, services, supports, modifications and specialized equipment (if indicated) necessary to provide a free and appropriate education. Students with disabilities participate in general education, including nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or removal of students with disabilities from the regular education environment may occur. This is only warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Bitney Prep High School seeks to provide a variety of placement, service, and support options to serve students with special needs in the least restrictive environment. The continuum of placement options at school include:

- Full Day placement in general education with in-class supportive services, including resource specialist and/or related services
- Pull out for a portion of the school day by the resource specialist
- Related services such as speech, or occupational therapy

For students requiring more intensive and/or supportive placement, the Bitney IEP Team would work closely with the Nevada/Placer SELPA to determine the most appropriate option(s) including the following:

- Placement in a Special Day Class for portions or all of the school day
- Placement in a Non Public Day School
- Placement in a Non Public Day and Residential School
- Placement in a State Special School

Supplemental aids and services are provided through the NCCSA in conjunction with the Nevada County Office of Education and other local agencies. Supplemental aids and services include, but are not limited to, transportation, speech and language services, assistive technology, nursing services, psychological services, vision services, and adaptive physical education.



The overall system for delivery of services to special needs students at Bitney Prep High School is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration. All Bitney special needs students are mainstreamed in their academic coursework, and meet with their respective service provider as determined by the IEP team. Without question, Bitney’s commitment to providing a solid “team” effort in this area is one of our strengths. Teachers keep abreast of all required accommodations, and do not hesitate to provide extra help and time in order for assist students in accessing our curriculum.

To ensure special education staff are as informed as possible, they attend our weekly staff meetings to discuss student needs and monitor progress. These meetings play an important role in enhancing student learning, especially for special education students. Each week the entire staff meets to discuss student needs and concerns. This allows both the specialists and the regular teaching staff the opportunity to exchange information on progress, grades, and specific questions about certain students on a regular basis.

The above description of services, and the provision of both formal and informal accommodations, comprises the cornerstone of our strategy to support students not meeting expected pupil outcomes. The regular “student concerns” portion of the staff meetings allows that no Bitney student ever truly falls through the cracks. Although a great deal of care and attention is expended to meet or exceed all accommodations, every Special Ed student is subject to the same disciplinary policies and procedures as any other Bitney student, and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. BP will comply with Section 504, IDEIA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified under IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

### Special Ed Funding

Federal and State Special Education funding is allocated to the NCCSA through agreed upon parameters of the NCCSA Board of Directors. Monthly payments to the NCCSA are derived directly from these restricted monies, and are represented as a line item under the Services portion of the Bitney budget. In addition, the NCSSA holds a one-month reserve (accumulated from all five schools) in its operating budget. Any possible encroachment above and beyond the allotted funds will come directly from the Bitney general fund.



### Enrollment or Transfer out of IEP Students

New Bitney enrollees, whether incoming Freshmen or transfer students, are asked specifically whether or not they are now, or ever have been receiving services through and IEP or 504 Plan. In addition to these discussions at the Enrollment Conference level, there is a box to check on the Enrollment Application itself. If possible, a transition IEP is held while an incoming Freshmen is still in the Eighth Grade, or within 30 days of the start of the new school year. For a student transferring from another high school program, the same systems are in place, and a transition IEP will be held within 30 days of their enrollment.

Students with IEP's who transfer out of Bitney must follow all applicable procedures of the new school or district. In addition, the Bitney IEP team will inform the local district of residence (NJUHSD) of such transfers within thirty days.

### **English Language Learners**

To date, Bitney has never had the need to provide services for any student that may be insufficiently proficient in the English Language. However, if that was ever to be the case, the same care, attention to detail, and broad provision of services would be put in place to ensure more than adequate service and compliance with all state regulations regarding English Learners (e.g., the Home Language Survey, the California English Language Development Test, and Education Specialist staff who hold a CLAD, CTEL or BCLAD certification).

### **Transferability of Credits**

All credits earned through BP courses are carefully maintained in our Student Information System (SIS), and are fully transferable to any other high school program in the nation. Parents are formally updated of each student's progress on meeting both BP and college entrance requirements annually when the second semester grade reports are sent home. In regular practice, parents and students are both kept informed of their progress on a consistent basis through conversation with the Dean of Academic Affairs, and the creation of an individual Graduation Plan for each student.

Those courses meeting UC "a-g" requirements are noted on the transcript. Students and parents leaving the area or choosing to transfer to another high school have access at any time to an unofficial copy of their transcript. Typical practices allow that the official transcript will be forwarded to the student's new educational placement upon the



request of the new school. At that point the student's entire "cum" file will be sent on to the new school.

All manner of further information, processes, deadlines, help with the applications – as well as the process for applying for federal and state financial aid – are part of our normal practices in the Senior Seminar and in conferences with the Dean.





## **MEASUREABLE STUDENT OUTCOMES**

### **Ed Code 47605 B**

#### **Graduation Requirements**

Bitney Prep offers a challenging college prep course of study which satisfies the entry requirements of the University of California and California State University systems. Recognizing however that not all of our students are college bound, we have the flexibility within our program to construct students' learning plans to best match their abilities and post secondary plans. The Charter Council has given the administration the authority and flexibility to work with students to meet graduation requirements that are on a continuum from the minimum state requirements to those that meet the most rigorous college acceptance criteria.

Within these requirements is the addition of Advisory/Internship as a graduation requirement. Students work closely with their Advisor to develop a plan that suits their future goals, which are continually shaped by their present Internships. As has been mentioned, many Big Picture Learning schools boast strong college FTF (first time freshman) rates straight out of high school. What is important, though, is that young adult's post-secondary plans are aligned with their interests, passions, and skills.

On the following page is the Bitney Graduation Requirements chart, as compared with the course eligibility requirements of the University of California and California State University systems.



Graduation Requirements		
Subject	Bitney Grad Rq (Credits)	UC/CSU Eligibility Requirements
English	40	4 years of college preparatory English composition/literature
Math	30, including Algebra 1	3 years of mathematics (algebra I and II, geometry); 4 years recommended
Lab Science	20	2 years of laboratory science*
World History	10	2 years of history/social science, including one year of US history OR one semester of US history and one semester of American government, and 1 year of history/social science from either the 'a' or 'g' subject area*
US History	10	
Government	5	
Economics	5	
Visual & Performing Arts	10	1 year required, chosen from the following disciplines: Dance, Music, Theater, or Visual arts
Language other than English	20	2 years (or equivalent to the 2nd level high school course) of language other than English(must be the same lang
PE	20	
Technology	10	
Health	5	
Senior Seminar	5	
Advisory/ Internship & Other Courses	40	1 year of an elective chosen from any area on approved 'a-g' course list
<b>Total</b>	<b>230</b>	15 yearlong college preparatory courses are required with grade C or better



## **UC/CSU ‘a-g list’ Courses**

Bitney is committed to offering and encouraging students to take ‘a-g list’ courses. See Appendix C for the current list of these courses. In addition to offering these courses, Bitney is also forming a relationship with the local community college, Sierra College, to expand its ‘Academic Enrichment’ offerings to students who might otherwise benefit greatly and be successful in these courses, but who are not currently eligible due to age or grade level.

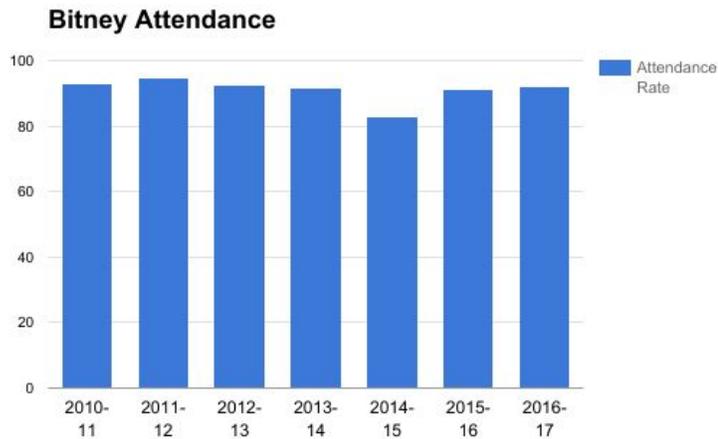
## **Attendance**

The school year typically begins in mid August and concludes the first week of June. As prescribed by CA Ed Code, our academic calendar includes 175 instruction days and 5 professional development days for the faculty. Additionally, we meet the 64,800 instructional minute requirement. *Note: Beginning in the 2016-17 school year, we adjusted our instructional delivery in order to include off-site internship-based learning opportunities. Students participating in the Big Picture Learning program are therefore on site 4 days and off site 1 day each week. Ed Code #47612.5 (e) (1) stipulates that 80 percent of instruction (or 51,840 minutes) must occur at the school site. Our program presently meets this requirement, however, should we decide to move to a 3 day on site and 2 day offsite model as followed by most BPL schools, we would need to pursue authorization as a No-classroom-Based Instruction program. At the time of this writing we are evaluating the programmatic and budgetary implications of such a change in our funding model.*

Bitney students are expected to attend school every day unless unable to do so due to illness or incapacity. Students and families who know they will be out for an extended time complete an Independent Study contract. Successful completion of the contract enables the school to count attendance for those students. The school makes every effort to approve an academic calendar that has consistent and nearly identical school holidays and breaks with those of the majority of schools in Western Nevada County.

The chart below shows Bitney’s attendance rate which has averaged above 90% in most years. Bitney remains committed to improving the amount of time students are in school, and if absent, that they are completing work in order to keep on track academically.

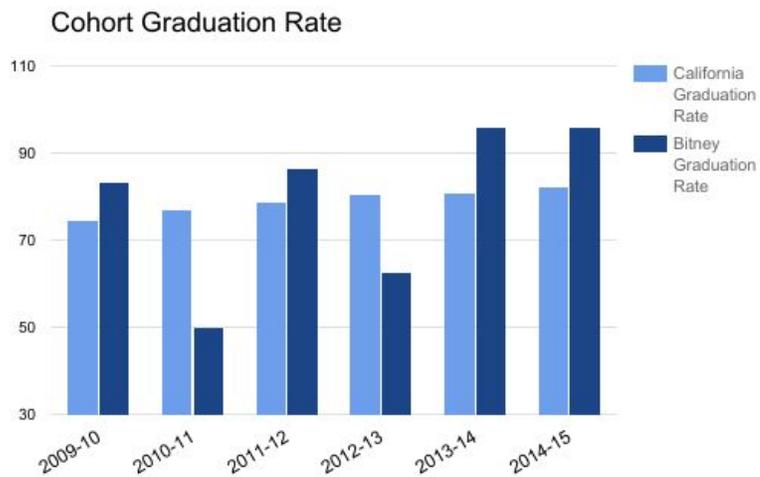




### Graduation & Dropout Rate

Bitney has had a relatively low drop-out rate, averaging fewer than two students in each of the last five years. Staff attributes this success to its having developed meaningful relationships with all students. Students do transfer in and out of various schools throughout the year, but seldom do students just simply drop out of school at Bitney.

Bitney's graduation rate remains well above the state average of 82%. Graduation and dropout rates for counties, districts, and schools across California were calculated based on four-year cohort information using the state's California Longitudinal Pupil Achievement Data System (CALPADS). Cohort means the same group of students entered ninth grade for the first time and followed for four years.



## **STUDENT PROGRESS MEASUREMENT**

### **Ed Code 47605 C**

Bitney will meet all statewide standards and conduct all required state mandated assessments as required by Education Code Section 47605.6(d)(1), including, but not limited to: the SBAC California Assessment of Student Performance and Progress (CAASPP), the California Standards Test - Life Science (CST), and any other requirement of ESSA. Former assessment included the Standardized Testing and Reporting (STAR) assessment and the California High School Exit Examination (CAHSEE), both required since Bitney's last Charter Renewal. The STAR was discontinued in July, 2013 and the CAHSEE in January, 2016, so results in subsequent graphs and charts go up through these dates, respectively.

All Bitney assessment strategies and methods by definition and in practice will remain consistent with the school's vision, mission, educational philosophy, and ESLRs. These will continue to meet or exceed the California Content Standards, and will meet or exceed the Common Core Standards.

Staff will assess the students' progress through the ongoing collection of original work, completed assignments and tests, class participation, and quarterly exhibitions. All assessment tools will be tied to our ESLRs and Non-Cognitive Competencies. Specifically, individual students will be assessed using a variety of methods that include but are not limited to:

- Grade assigned assessment
- Self-evaluation of students, teachers, and administrators
- Student demonstration of skills and methods through exhibitions
- Conferences, SSTs
- Collaborative project-based learning opportunities
- Formal and informal teacher observations
- Collection of student work and portfolios
- Content specific benchmark assessments in each subject area
- Student presentations as individuals or in groups - Exhibitions

As the assessment landscape changes, so does Bitney evolve and utilize state and other assessments for continued improvement of its program and support of student progress. As mentioned, the STAR and CAHSEE assessments and, as a result, the API indicator have all been discontinued.



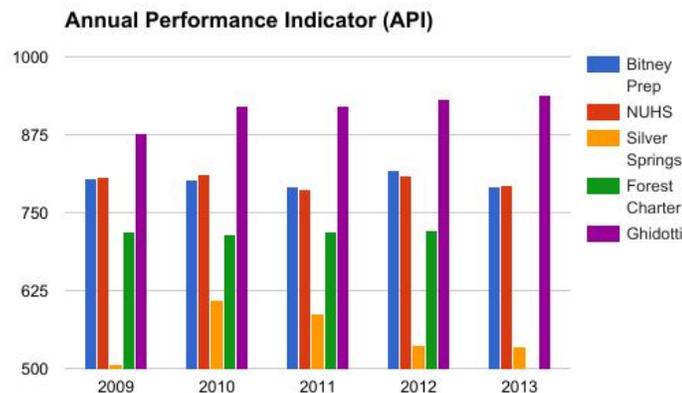
## California High School Exit Exam (CAHSEE)

Bitney has administered the California High School Exit Exam to all students in the 10<sup>th</sup> grade beginning in 2003. Results of the CAHSEE, as indicated in the charts below, depict that our students are well prepared in the proficiencies that these tests measure. Students who retook previously failed sections of the test were all successful in their second attempt.

CAHSEE						
	ELA			Mathematics		
Year	Tested	Passed	Passed	Tested	Passed	Passed
10-11	14	13	93%	14	13	93%
11-12	19	15	79%	20	19	95%
12-13	28	28	100%	30	28	93%
13-14	20	17	85%	18	18	100%
14-15	27	25	93%	29	25	86%

## Annual Performance Indicator (API)

As can be seen below, up until the API was discontinued as a form of measurement, Bitney fared on par with its comparable school, Nevada Union High School, hovering close to 800.



## California Assessment of Student Performance and Progress (CAASPP)

The CAASPP is a relatively new measurement in the state of California, replacing the STAR. First run as a field-test in 2014, the computer based CAASPP, designed to measure the also relatively new Common Core standards, went live first in spring, 2015, and was administered again in the 2015-16 school year.

Below is a chart of our CAASPP results thus far, including comparison with all other 11th grade students in Nevada County. Results from the 2014-15 school year show that 32 percent of students met or exceeded the standards in Math, bettering the results of Nevada County 11th graders by just a small percentage. In English/Language Arts, however, 78% of Bitney 11th graders met or exceeded the standards, while 53% of Nevada County's 11th grade students did so.

As can be seen, results from 11th graders in the 2014-15 school year scored dramatically better than those from the 2015-16 school year in both Mathematics and English/Language Arts. This situation deserves a bit of explaining since the latter scores are not indicative of our students' performance historically.

At the time of testing, in March, 2016, there was a malfunction in the secure browser on which the CAASPP was administered in Bitney's computer lab. After hearing no answer from the technical support Customer Service desk at ETS (Educational Testing Service) for several hours, the testing was then postponed. This would not be a significant matter, except that a 7 ½ hour online assessment was not looked upon favorably by the students to begin with, and then even less so after the postponement. When taking the CAASPP close to one month later, the initial postponement was still on the minds of the 11th grade class, morale suffered, and their scores clearly reflected their frustration. Here again are the CAASPP results from the past two years, including subgroup details:



## Bitney 2015 CAASPP Testing Result Subgroup Details

	Nevada County	Nevada Union	Bitney	Economic Status		Gender	
	All	All	All	Disadv.	Not Disadv.	Fem	Male
<b># With Scores</b>	<b>5,120</b>	<b>311</b>	<b>18</b>				
<b>Overall ELA</b>	74	78	95	N/A	N/A	N/A	N/A
Reading	72	80	89				
Writing	60	74	94				
Listening	83	82	84				
Research/Inquiry	80	79	95				
<b># With Scores</b>	<b>5,092</b>	<b>305</b>	<b>19</b>				
<b>Overall Math</b>	68	53*	53**				
Concepts and Procedures	56	50	52*				
Prob. Solving & Modeling and Data Analysis	68	64	79				
Communicating Reasoning	70	64	63*				
*= <b>10% or less Above/Exceeds Standard</b> **= <b>0% Above/Exceeded Standard</b> ***= <b>0% Above/Exceeds and Met</b>							
<b>Note: Overall ELA/Literacy and Math scores include Nearly Met, Met and Exceeded the Standard Data</b> The values above are represented as percentages.							

## Bitney 2016 CAASPP Testing Result Subgroup Details

	Nevada County	Nevada Union	Bitney	Economic Status		Gender	
	All	All	All	Disadv.	Not Disadv.	Fem	Male
<b># With Scores</b>	<b>5,205</b>	<b>324</b>	<b>19</b>	<b>11</b>			<b>11</b>
<b>Overall ELA</b>	77	88	42	45**	N/A	N/A	27*
Reading	74	87	63	63			64*
Writing	73	86	22**	18**			10**
Listening	85	88	79**	73**			73**
Research/Inquiry	81	89	58**	64**			36**
<b># With Scores</b>	<b>5,166</b>	<b>323</b>	<b>17</b>	<b>11</b>			<b>11</b>
<b>Overall Math</b>	69	74	29***	27***			22***
Concepts and Procedures	59	67	24**	18**			22**
Prob. Solving & Modeling and Data Analysis	70	78	41**	55**			33**
Communicating Reasoning	74	81	29**	27**			22**
*= <b>10% or less Above/Exceeds Standard</b> **= <b>0% Above/Exceeded Standard</b> ***= <b>0% Above/Exceeds and Met</b>							
<b>Note: Overall ELA/Literacy and Math scores include Nearly Met, Met and Exceeded the Standard Data</b> The values above are represented as percentages.							



In a situation such as this, with an anomaly due to extenuating circumstances, we rely on other measures such as grade performance, internal assessments, the PSAT (for 11th graders) and, newly, Exhibitions as additional ways to measure student progress.

Despite the extremely low anomaly of spring, 2016, it is clear that we need to focus on invigorating our math program. As mentioned in the section explaining our graduation requirements, we are now offering math courses outside of the Algebra → Calculus continuum, starting with Personal Finance and Business Math. Students are still, by state law, required to take at least one year of Algebra. Additionally, following the lead of universities and colleges, including our local Sierra College, we seek to offer more life-practical mathematics courses for those who (1) do not plan to continue on to 4-year universities straight out of high school, (2) need math courses that will better prepare them for their individual future, and (3) are ill-prepared to pursue academic math beyond Algebra. At the college level, these courses include titles such as Nature of Math, Problem Solving, and Modern Business Math.

### **Preliminary Scholastic Aptitude Test (PSAT)**

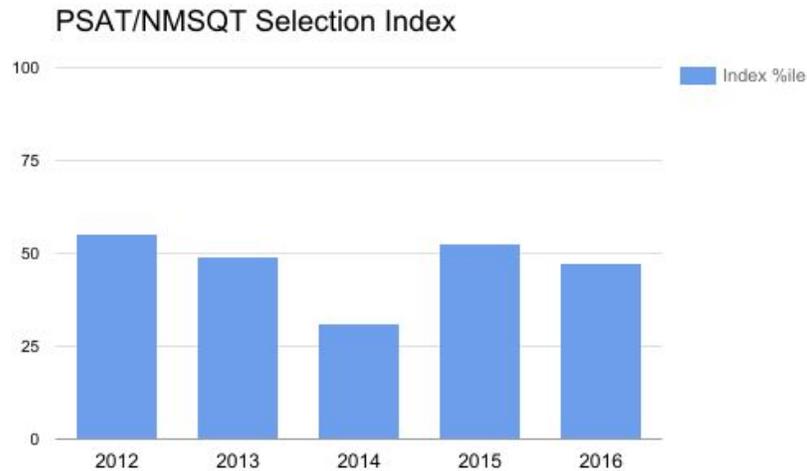
Each year Bitney's 11th grade class takes the PSAT, or Preliminary Scholastic Aptitude Test. The PSAT is typically an optional test from the College Board offered to schools that choose to offer it. Because this is a test that is classically taken by students who will eventually take the SAT, and then subsequently apply to and be enrolled in 4-year universities, it would stand to reason that students who typically take this assessment are likely stronger academically and, thus, will score higher on the test.

For the past 5 years, the PSAT has been a requirement for all of our 11th graders. There are several reasons for this practice, which is not typical among high schools. We require the PSAT primarily because it is, for many, the first foray into the college admissions conversation. It is a way of democratizing the process, rather than seeing some students (who would otherwise voluntarily sign up for the test) as "college material" and others not. The process has a way of passively communicating to students, by the experience itself, its resulting emails and college mailings, and then the score result report, that a college education is a viable option for them if they choose it. The PSAT/NMSQT also allows access to College Board's vast career interest/profile and college search tools, which are employed later in the year in the junior class.

The "Selection Index Percentile" refers to the National Merit Scholarship Qualifying Test (NMSQT), the associated scholarship program, and is a percentile of the composite scores of Critical Reading, Mathematics, and Writing Skills. Percentiles at Bitney have

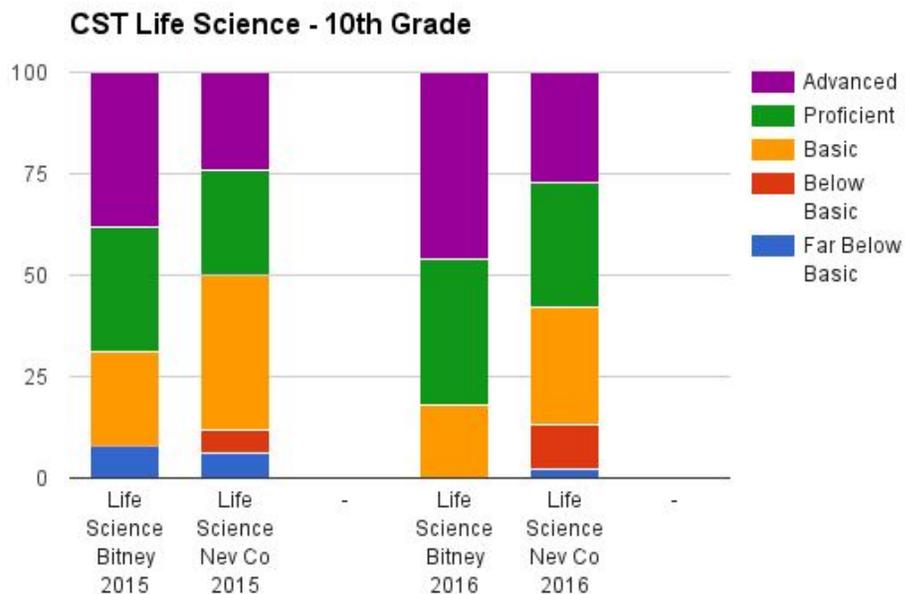


ranged from the 94th percentile to single digit scores, usually represented by lower performing students with Individual Education Plans. Typically, however, Bitney 11th grade students score close to the 50th percentile.



### California Standards Test (Life Science)

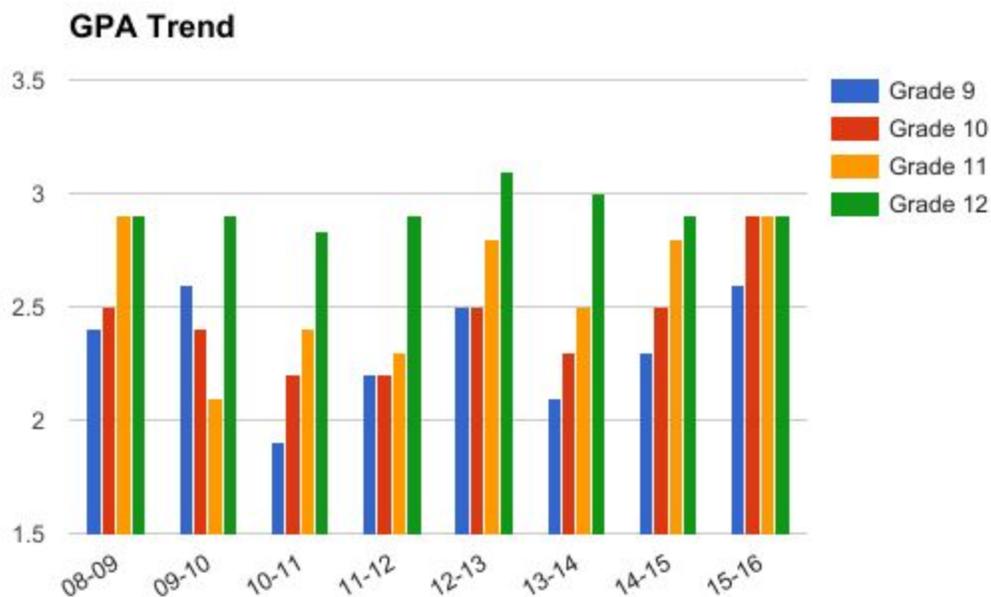
The CST is held over from the STAR test and is offered to 10th graders during the same time period that the CAASPP is offered to 11th graders. Well beyond the majority of Bitney's 10th graders, for the past two years, have scored in the Proficient/Advanced range.



## Grade and Report Card Analysis

Bitney will continue to use a traditional 4-point grade system, along with Exhibitions, as a way to report academic progress to both students and parents. This data is also essential for both transferability of grades/credits as well as reporting for post-secondary options such as college/university admission, military enlistment and other opportunities.

Informal feedback from Bitney students and parents suggests that students are appropriately challenged and teachers have high expectations for performance. Please note that Bitney utilizes the four-point scale in computing grade point averages (GPA) and subscribes no higher score to any AP, Honors, or Community College coursework. An overall analysis of grade point averages as depicted in the chart below indicates the average GPA is in the C+ to B- range. There appears to be no discernible trend either upwards or downwards, other than the senior class is typically the highest performing. The cumulative GPA of all age groups and years listed below is 2.55.



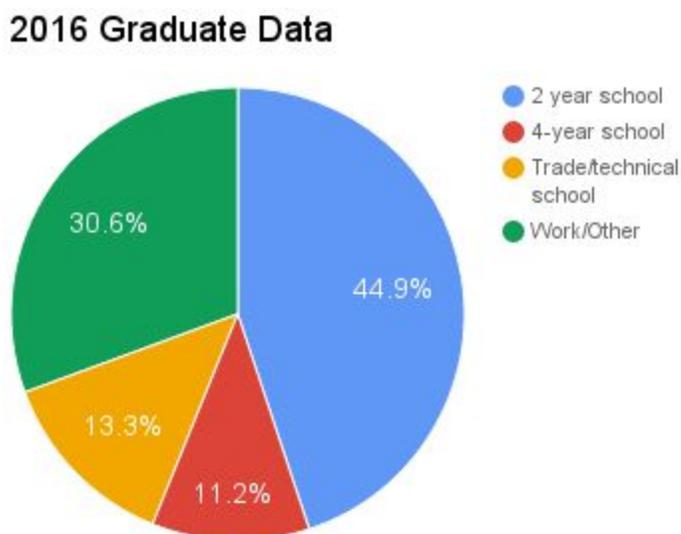
Poor academically performing students continue to be a concern. However, as is well-known in education, students have different learning modalities as well as multiple intelligences, and so their assessments should also be differentiated as well. Bitney's commitment to student Internships, project-based learning, and assessment by Exhibitions all are employed in addition to traditional classroom-based learning.



## Graduate Data

Bitney tracks its graduate data each year and, as can be expected, the ways to document the different directions that graduates take are as varied as the graduates themselves. For example, though a graduate may take a “gap year” after high school and then apply to and enroll in a 4-year school, the data for a recent graduate would be simply Work/Other. Conversely, a student who might enroll in a 4-year school as a FTF (first time freshman) may not continue, but the data would suggest that this student went on to earn their 4-year Bachelor of Arts degree.

The chart below, though only representing the class of 2016 graduates, is indicative of Bitney recent graduates’ post graduation plans.



By far, most have attended 2-year community colleges, many go on to work, and then a smaller amount of students attend 4-year universities and trade/technical schools. Within this data there are a few lessons to be learned. First, as mentioned in the discussion on ‘a-g list’ courses as well as our Graduation Requirements, despite being a strictly “college preparatory” school, the percentage of students actually going on to 4-year schools has not been proportionate to our efforts as a school community, or of our requirements, to that end. Secondly, the fact that a good percentage of our students are attracted to post-secondary career and career training opportunities, presents an opportunity for Bitney, as a school, to start supporting these endeavors while still in high school, rather than simply preparing for more formal, academic education.

Bitney's new direction takes into account this phenomenon, that being the proportion of graduates not pursuing a 4-year degree straight out of high school. Rather than holding rigidly to a notion of a strictly college preparatory education, Bitney is responding to the direction of both young people and parents alike.

Interestingly, though Big Picture Learning schools do not explicitly press for students to pursue "higher education" at all costs (though Bitney, like many other BPL schools, requires college entrance exams, college/university visits and a general trend towards learning about a 4-year university education as a viable and attractive option), schools that follow this model tend to have a higher percentage of students who attend and, possibly even more importantly, persist in their college education beyond their first year. See Appendix D for more information on some of the longitudinal studies of students in BPL schools.





## **GOVERNMENT STRUCTURE**

### **Ed Code 47605 D**

Bitney Prep will be a directly funded, independent charter school and will be operated as a California nonprofit public benefit corporation pursuant to California law.

The school will operate autonomously, but under authorizing authority from the Nevada County Board of Education and Nevada County Superintendent of Schools Office. NCSOS performs supervisory oversight as required by statute and other contracted services as negotiated between the county and the school. Pursuant to California Education Code section 47604(c), the county shall not be liable for the debts and obligations of the school, operated as a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors or omissions by the school as long as the county has complied with all oversight responsibilities required by law.

Attached, as Appendices E, F and G, please find the Corporate Bylaws, Conflict of Interest Code, and Charter School Articles of Incorporation.

### **BP Charter Council**

The school is governed by a nonprofit Board of Directors (“Charter Council”) in accordance with its adopted corporate bylaws (Appendix E), which shall be consistent with the terms of this charter. The Charter Council shall be comprised of at least seven and no more than ten members consisting of the following: up to three parents of students attending the school, up to two Bitney teachers, the Dean of Academic Affairs, up to two members of the community at large, the (non-voting) school director and one voting student member. As per the bylaws, student members are exempted from any discussion and vote, and/or closed sessions regarding matters of an employee dispute or dismissal, or student expulsion.

Charter Council members are elected or appointed according to the Bylaws as follows:

- Parent members are elected by the Bitney Parent Council;
- Teacher members are elected by the Bitney faculty;
- Community members are appointed by majority vote of the Charter Council members
- The student member (and alternate student member) is elected by the Bitney Student Council.



The Charter Council's major roles and responsibilities include but are not limited to the following:

- Establishing and approving all major educational and operational policies;
- Hiring and evaluating the School Director
- Approving all major contracts
- Approving the Bitney's annual budget as developed by the Director
- Overseeing the school's fiscal affairs
- Approving salary schedules and staffing recommendations based on input from the administration.

### **Charter Council Meetings and Duties**

All meetings of the Charter Council comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) ("Brown Act"). The Charter Council meets at least quarterly, and normally meets on the second Tuesday of each month. The Director attends all Charter Council meetings, provides administrative reports, and acts in an advisory capacity to the Council, but does not have a vote. Meetings are open to the public, held at a location within the jurisdictional boundaries of Bitney, and the agenda is posted at least 72 hours prior to each regular meeting in accordance with the Brown Act and applicable public meeting laws. The agenda, the administrator's report, and minutes from previous meetings are disseminated to the public and the County via community email, are posted to the school's website, and copies kept in a binder in the school office.

The school also complies with the Public Records Act (Government Code 6250) and applicable conflicts of interest laws, including the Political Reform Act.

A Political Reform Act compliant Conflict of Interest Code (Government Code Sections 87000 et seq.) has been adopted. As noted above, a copy of the Conflict of Interest Code is attached as Appendix E. Charter Council members shall reveal all conflicts of interest as they arise in the course of Charter School business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual financial disclosure statements shall be required for all Charter School public officials, as consistent with the requirements of the Political Reform Act.

The Charter Council has access to independent legal counsel and has purchased and maintains, as necessary, general liability, property, workers' compensation and unemployment insurance policies. The Charter Council may initiate and carry on any



program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Charter Council may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of BP or a third party any of those duties. The Charter Council, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

### **Faculty Participation**

At Bitney, there has always been a strong faculty voice. Teachers participate in decision-making and serve in advisory roles to the Director and Charter Council. Staff meetings are held once per week or as needed. In addition, professional development days are held at the beginning and end of the school year and once each semester. Whenever possible, important concerns and policies, and details concerning the organization of numerous events and activities are reached by consensus.

### **Parent Council**

The Parent Council also plays a pivotal role in the operation of Bitney Prep. The Parent Council meets once per month, and is very active in fundraising activities, school field trips, Wilderness Week, the student lunch program, and all manner of other support activities. Together with their important role on the Charter Council, there is no question that parents play a key role in the governance and operation of the school.





## **EMPLOYEE QUALIFICATIONS**

### **Ed Code 47605 E**

The current on-site staff at Bitney consists of seven full-time certificated teachers, and two administrators (Director and Dean of Academics). The Director and Dean each teach one to two courses per year. In addition, the school employs one part-time instructional aide, one full-time classified staff, a part time Administrative Assistant/Business Manager, a part time Development Director, and a part-time custodian. A resource specialist works with special needs students 4 days per week. Additional, non-certificated personnel are hired to offer general elective and enrichment courses. These instructional support staff do not assign grades or approve student work assignments without the approval of a credentialed teacher or administrator.

All nine of our certificated teachers including the Dean and Director, hold valid California Single Subject Teaching Credentials in their field. All are ESSA qualified and meet or exceed HOUSSSE compliance levels. All faculty teach classes that align with their subject area and experience, and none are working with emergency credentials. The Director holds a MA in Educational Administration and a valid CA Administrative Credential. The Dean of Academic Affairs earned a MA in Educational Counseling, and a Pupil Personnel Services Credential.

The school employs administrative staff and operational staff who have demonstrated experience or expertise in the issues and work tasks required of them. All employees are provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. In recognizing the importance of fiscal responsibilities in managing a public charter school, the charter school will seek and secure individuals with demonstrated abilities to perform the duties of the charter school business manager.

All Bitney staff members model the characteristics we seek to nurture in our students. All are passionate about the Bitney model, our vision, mission, goals and objectives. All are passionate about their subject matter. All share a common purpose and vested interest in helping Bitney thrive for many years to come.





## HEALTH AND SAFETY

### Ed Code 47605 F

The procedures that Bitney follows to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of a comprehensive set of health, safety, and risk management policies and procedures that have been developed in consultation with the school's insurance carriers. These policies and procedures address, but are not limited to, the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in public charter schools.
- A policy establishing that Bitney functions as a drug, alcohol, and tobacco-free workplace.
- A policy for training and reporting child abuse, acts of violence and other improprieties as mandated by federal, state and local agencies.
- A requirement that each employee of Bitney submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 as well as a requirement to seek the criminal background check of vendors or contractors as required by Education Code Section 45125.1.
- All personnel will submit proof of an evaluation and/or examination for tuberculosis before starting employment and every four years while in employment with Bitney.
- A school-wide safety plan for response to natural disasters and emergencies, including fire and earthquake, active shooter, bomb threat, lockdown procedures, medical and environmental emergencies to be reviewed and updated annually.
- Bitney will provide all staff members with emergency and first aid response every other year.
- Personnel will receive Bloodborne Pathogens Safety training and EpiPen training as needed.
- A policy for addressing sexual harassment for all employees, students, and parents in any combination thereof, including student-to-student.
- Procedures relating to the administration of prescription drugs and other medicines.

These policies will be incorporated, as appropriate, into student and staff handbooks and will be reviewed on an ongoing basis.



Bitney assures that the school facility and any modifications made to the facility will comply with Education Code Section 47610 or 47610.5, and will maintain on file readily accessible records documenting such compliance.

### **Health Services and Administration of Medicine**

All students are required by state law to have on file in the school office the student's California School Immunization Form or Waiver and the completed Bitney Emergency Information Form. If a student suffers an accident or becomes ill during school hours and needs to leave the school, he or she must report to the school office. A parent/guardian will be contacted to give permission for the student to go home and to make transportation arrangements.

School personnel will not administer non-prescription internal medication (including aspirin and Ibuprofen) unless authorized to do so by parents. . Any medication brought to school must be in the original prescription bottle and kept in the school office. A completed Administration of Medication Form signed by the student's physician/health care provider must accompany any prescription and/or non-prescription medication that is to be kept at or brought to school for daily, short-term, or emergency use.

### **Vision, Hearing, Scoliosis**

Students will be screened for vision, hearing, and scoliosis per Education Code 49450. A contracted nurse will perform all such screenings, update all records as necessary, and communicate directly with the parent/guardian if necessary.

### **Respect for the Individual/Sexual Harassment**

Every person in our school community is an individual worthy of our respect. Students are expected to treat others with courtesy and civility. All conflicts on campus will be resolved through calm, civil, nonviolent discourse. All community members will use appropriate language while they are at school. The use of profanity is prohibited on campus and at all school related functions.

Community members will demonstrate respect for one another by ensuring that all are free from unwelcome sexual advances and other verbal, visual, or physical conduct that is of a sexual or abusive nature. Sexual harassment, bullying and other actions intended to cause harm to others (or their property) are a form of discrimination and have no place on the Bitney campus or elsewhere.



It is the responsibility of each community member to create and maintain this environment of respect by controlling his/her own actions and by encouraging other community members to do the same. An effort will be made to publicly acknowledge positive behavior.

### **Food Service**

Volunteers from the Parent Council operate the Bitney Bistro lunch program five days per week. The Parent Council makes every effort to provide high quality healthy selections for Bitney students. In addition, every effort is made to ensure proper handling of all food items, while at all times adhering to the highest standards of hygiene and cleanliness. Bitney assures that all auxiliary services such as food and custodial services are safe and free from hazardous materials.





## RACIAL AND ETHNIC BALANCE

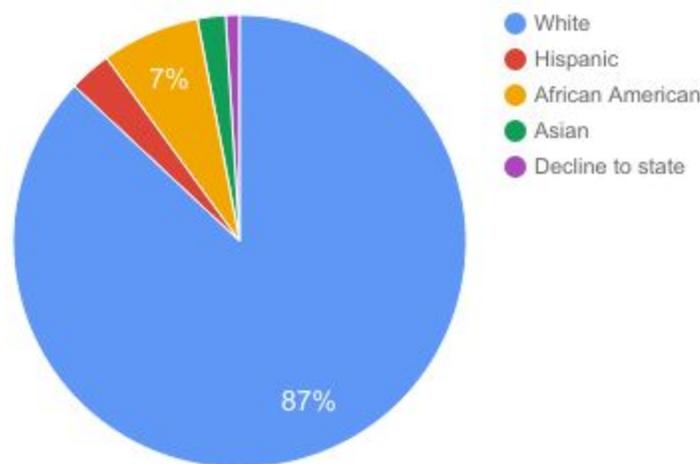
### Ed Code 47605 G

Bitney Prep is secular in its programs, admissions policies, employment practices, and all other operations, and shall not discriminate against any pupil on the basis of ethnicity, national origin gender, disability, or any of the characteristics listed in Education Code Section 220. In addition, admission to Bitney will not be determined according to place of residence of the students or their parents/guardians, except as required by Education Code Section 47605.6(e)(2).

Bitney accommodates students of all racial and ethnic backgrounds. It is expected that the diversity of the Bitney student population will reflect the diversity of the general population of the counties served.

An open enrollment policy maintains a diversified balance among students. Any child, regardless of ethnicity, national origin, gender, disability, socio-economic profile, or any of the characteristics listed in Education Code Section 220 is equally welcome and eligible for admission. The school maintains and distributes promotional and informational materials that appeal to various racial and ethnic groups to ensure a balance that is reflective of Nevada County and the State of California. Below is a chart showing Bitney's ethnicity breakdown in 2016.

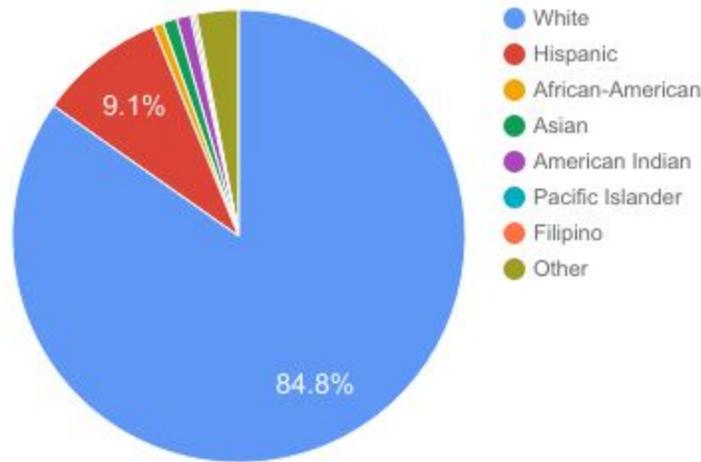
Bitney Ethnicity - 2016



The current population of Nevada County (and Bitney) is predominately Caucasian (approximately 85%) percent). Just five years ago this percentage was in the ninety percent range. As depicted in the chart above, the ethnic and socioeconomic composition of Bitney students reflects a very similar profile and trend.

For comparison, we use the Nevada Joint Unified School District rather than Nevada County, since all of Nevada County includes the Truckee area, which is not representative of western Nevada County.

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# ADMISSIONS REQUIREMENTS

## Ed Code 47605 H

Assurances: Bitney Prep is a public, tuition-free charter school. The school pursues an open admission policy, and complies with all applicable California Education Codes. Admission will not be determined according to the student or parent's place of residence, except as required by Education Code Section 47605.6(e)(2). The school will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The school shall admit all pupils who wish to attend as space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The school will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

### Enrollment Policy

The Bylaws & Policy committee, a subcommittee of the Bitney Charter Council, recently revised Bitney's Admission/Enrollment policy, and it can be found in Appendix H. The Dean of Academics handles incoming students and enrollment, and the Director handles all appeals per Bitney policy.

### Enrollment Procedure

Bitney Prep seeks to ensure that students and parents are fully informed of the Bitney program, as well as ensuring that there is a good "fit" for the potential student. The following outlines the procedure for enrollment:

1. **Registration** - Parents fill out an online registration, which can be found on the Bitney website in the Admissions page.
2. **Enrollment Essay** - As part of the online registration, the student is required to write an enrollment essay. The student is not admitted or denied enrollment based on the contents, or the quality, of the enrollment essay, though writing the essay is a requirement. The content of the essay is intended for both self-reflection on the part of the student in exploring who they are and why they are interested in Bitney, and it is also a way for Bitney staff to learn about the student in order to best support them academically, socially, and otherwise.



3. **Transcripts/Other documentation** - Transcripts and any other background information is necessary for the Dean of Academics to determine the best path forward for the student and parent. For example, student with an Individualized Education Plan (IEP) are expected to share that document and discuss any ongoing accommodations provided by the IEP.
4. **Enrollment Conference** - At least one parent and the student meet directly with the Dean of Academics to learn more about the school, so that the Dean can learn more about the student, and for both parties to determine if Bitney is the best option for the student at that time. During the conference, a schedule will be determined as well as the best path forward for enrollment and a start date.

Within this process, it is strongly encouraged that the student have a “shadow day,” wherein they spend a day in what would be their schedule were they to enroll. Though this is not a requirement, it is encouraged as the best way to learn about whether this is a good fit, even more-so than the enrollment conference.

Registration packets for students who are admitted will also gather the following:

1. Proof of Immunization
2. Home Language Survey
3. Completion of Emergency Medical Information Form
4. Proof of minimum age requirements, e.g. birth certificate
5. Release of records
6. Individualized Education Plan (if applicable)

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of ongoing students, who are guaranteed enrollment in the following school year. This random public drawing will be held in a widely publicized, public setting on a widely publicized date. The school shall ensure that an independent third party is responsible for the actual “drawing” of applications.

Once the initial enrollment process described above is successfully completed, enrollment preferences in the case of a public random drawing shall be as follows:



1. Children of staff, teachers, and charter council members of Bitney.
2. Siblings of students currently enrolled or graduates of Bitney.
3. Residents of the County
4. All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity, shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.





## **ANNUAL FINANCIAL AUDITS**

### **Ed Code 47605 I**

An annual independent financial audit of the books and records of the school will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the school will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The County shall contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices for the school. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director or designee will review any audit exceptions or deficiencies and report to the Charter Council with recommendations on how to resolve them. The Charter Council will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for resolution. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the school is a public record to be provided to the public upon request.





## **SUSPENSION AND EXPULSION**

### **Ed Code 47605 J**

In accordance with California Education Code 48900 *et seq.*, Bitney Prep has developed and maintains a comprehensive set of student discipline policies that are consistent with Education Code laws regarding suspension and expulsion. This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the school. In creating this policy, the school has reviewed Education Code Section 48900 *et seq.* which describes the offenses and procedures to establish a list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

This policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Each student and his or her parent or guardian (if the student is a minor) will be required to verify that they have reviewed and understand the policies prior to enrollment. The notice shall state that the policy and procedures are available on request at the school office.

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



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

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

- 1) Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.



- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) 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.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist 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.

- s) 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.
- t) 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.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).



- x) 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 Director or designee's concurrence.
- 2) Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
  - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- 3) Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) 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.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.



- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) 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.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist 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.

- s) 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.
  - t) Caused, attempted to cause, threaten 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.
  - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
  - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x) 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 Director or designee's concurrence.
  - y) Violated Probationary Status Agreement regarding student academic and/or behavioral issues.
- 4) Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:



- 5) 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 students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Charter Council that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

### **C. Disciplinary Actions**

The school's disciplinary system is designed to be flexible enough to meet the needs of individual students, and the seriousness of each particular incident. Thus, while the following steps provide useful guidelines, the Director retains the discretion to move through these steps at a slower or more accelerated pace. Faculty are encouraged to handle disciplinary problems within their classroom, rather than to send students to the office. In the event a student needs to be sent from the classroom for disrupting instruction, that student must go directly to the office.

#### Incident Notices

Community members who witness violations of the letter or spirit of this agreement should complete an Incident Notice describing the transgression. Completed notices should be delivered to the Director, who will determine what (if any) immediate action should be taken. Depending on the severity of the issue, the Director may decide to have an informal discussion with the student, call the parent/guardian directly, or



convene an SST meeting. Incident Notices are maintained in the Director's student file so that they may be referred to if and when subsequent disciplinary actions are taken.

### Disciplinary Referrals

More serious behavioral incidents are noted on a Disciplinary Referral. Like Incident Notices, these referrals are maintained in a student file and form a documentation trail that may ultimately lead to a SARB referral, suspension, and/or expulsion. The following progressive discipline steps may be skipped and a student recommended for suspension or expulsion at the discretion of the Director.

#### First Disciplinary Referral – Parent Conference

The first Disciplinary Referral in a school year will result in a conference between an administrator and the student's parent/guardian, and the consequences of any subsequent referrals will be discussed in detail.

#### Second Disciplinary Referral – Suspension

The second Disciplinary Referral in a school year may result in a 1 to 3 day suspension. If suspended, at least one parent/guardian must accompany the student on his/her first day back to school for a brief re-entry meeting, which will include an administrator and if applicable the faculty member who wrote the most recent referral. This meeting may result in an SST meeting to develop strategies for addressing the root problems of the behavior and to avoid a third Disciplinary Referral. The student and parent may both be asked to sign a Probationary Status Agreement.

#### Probationary Status Agreement

Bitney Prep maintains high academic and behavioral standards. All students at Bitney are expected to approach their class work with effort and integrity. Evidence of serious academic or behavioral difficulty normally results in a Student Success Team (SST) being convened to help resolve the problem. Any student whose GPA falls below 2.0 in any semester or has had two (2) or more disciplinary referrals may be placed on a Probationary Status Agreement.

To define the terms of the Probationary Status Agreement, the Director or Dean of Academic Affairs will develop a contract outlining the specific academic and/or behavioral goals and the steps necessary to reach these goals. The specific parameters



of the goals and interventions spelled out in the Probationary Status Agreement will depend on the specific nature and reasons for the contract in the first place. The underlying goal of the Probationary Status Agreement is to support the student and his or her parents/guardians in their quest for a high school diploma. In other words, the Agreement is the last best hope for the Student Success Team and all intervention strategies up to that point.

The Probationary Status Agreement will be signed and dated by a school administrator, the student and his or her parent/guardian. At the end of the probationary period, if the student has not met the goals outlined in the Probationary Status Agreement, a meeting with the Director or Dean may be convened. Violation of the Probationary Status Agreement may be cause for expulsion if the violation committed is an expellable offense.

If the student has a 504 Plan or an IEP, the 504/IEP Plan team, as appropriate, will meet to consider the Probationary Status Agreement.

#### **D. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

##### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the director or designee with the student and his or her parent and the teacher, supervisor or school employee who referred the student.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is



physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **E. Authority to Expel**

A student may be expelled either by the Charter Council following a hearing before it or by the Charter Council upon the recommendation of an Administrative Panel to be assigned by the Council as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.



## **F. Expulsion Procedures**

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

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

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

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

## **G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The 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 school or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4) The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.



- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **H. Record of Hearing**

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

## **I. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Charter Council, Panel or designee determines that



disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

#### **J. Written Notice to Expel**

The Director or designee following a decision of the Charter Council to expel shall send written notice of the decision to expel, including the Council's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and 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 school.

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

#### **K. Disciplinary Records**

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

#### **L. Appeal**

An expulsion may be appealed in writing within ten days of the decision to the NCSOS, which would require a hearing before the Nevada County Board of Education.



## **M. Expelled Pupils/Alternative Education**

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 school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **N. Rehabilitation Plans**

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

## **O. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the following Charter Council a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Charter Council following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the school's capacity at the time the student seeks readmission.

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

### **1. Notification of SELPA**

The school shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or



student who the school or SELPA would be deemed to have knowledge that the student had a disability

## 2. Services During Suspension

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

## 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the 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 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 school, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school



had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the 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 result of the failure to implement the IEP/504 Plan, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the 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 school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

#### 5. Special Circumstances



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

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

## 6. Interim Alternative Educational Setting

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

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

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

The 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 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 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 school supervisory personnel.

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

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

The school shall not be deemed to have knowledge of 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.



## **STAFF RETIREMENT SYSTEM**

### **Ed Code 47605 K**

All employees of Bitney Prep will participate in the State Teachers Retirement System (STRS), the Public Employees Retirement System (PERS), or Social Security depending upon classification and eligibility. The Director will ensure that appropriate arrangements for retirement coverage have been made. Bitney will make all employer contributions as required. Bitney will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.





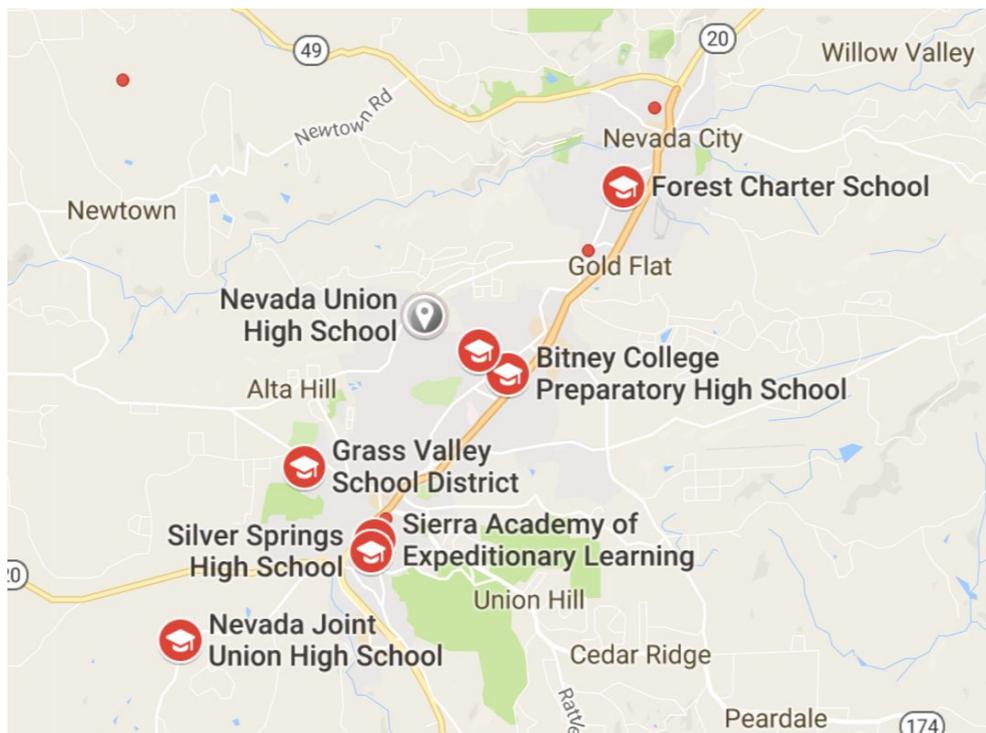
## ATTENDANCE ALTERNATIVES

### Ed Code 47605 L

No student shall be required to attend Bitney Prep. Students who reside within the county who choose not to attend the school may attend school within the county according to county policy or at another school district or school within the county through intra and inter-district policies. Parents and guardians of each student enrolled in the school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the school, except to the extent that such a right is extended by the local education agency.

### High School Landscape

The Nevada Joint Union High School District (NJUHSD) operates two large comprehensive high schools in the area, an early college program through Sierra College, an independent study program, and two continuation schools. In addition, students looking for other options besides Bitney can opt for a smaller, religious based private high school in South County, and several other charters specializing in personalized learning programs.





## **DESCRIPTION OF EMPLOYEE RIGHTS**

### **Ed Code 47605 M**

No public school county employee shall be required to work at Bitney Prep. Persons employed by Bitney are not employees of the county. Employees of the county who resign from employment to work at Bitney and later wish to return to the county will have no automatic rights of return to the county after employment by the school unless specifically granted by the county through a leave of absence or other agreement. School employees shall have any right upon leaving the county to work in the school that the county may specify, any rights of return to employment in the county after employment in the school that the county may specify, and any other rights upon leaving employment to work in the school that the county determines to be reasonable and not in conflict with any law.

All employees hired by Bitney are at-will employees and are not represented by any existing union contract or bound to any collective bargaining agreement. All certificated and classified employees of Bitney will carry out their duties as delineated in their specific job descriptions and contract. The Director will evaluate all classified employees. Certificated teachers will be evaluated in a multi-step process that will include administrative, peer, student, self-evaluations and professional development plans. The school will from time to time hire other specialists and professionals on an individual contract basis. Job applicants for any position will be considered through an open process, and if hired, will enter into a contractual agreement with Bitney per direction by the Director.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible, full-time employees will accrue sick leave at the rate of eight (8) hours per full month worked, totaling 10 days per school year.. Eligible part-time employees will accrue sick leave on a prorated basis. All eligible employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year, subject to the restrictions below, with any remaining sick leave to accrue throughout the remainder of the year. Accrued sick leave carries over from year-to-year, but Bitney does not pay employees in lieu of unused sick leave.





# **DISPUTE RESOLUTION PROCESS**

## **Ed Code 47605 N**

Purpose: The purpose of this policy is to provide guidelines and directions for the informal, early, effective, and complete resolution of disagreements between members of the school community. The objective is to perpetuate a climate of collegiality and mutual trust by facilitating the resolution of differences in a timely, objective and respectful manner.

Background: Bitney Prep High School believes that every attempt should be made to resolve disputes informally before invoking a formal dispute resolution process. In the event that informal processes have proven ineffective, the following dispute procedures will be followed.

Scope: This procedure deals with disagreements and/or issues that are not covered by other established school policies. Such disagreements are often interpersonal in nature and usually fall into one of the following categories:

- Parent conflicts with: another parent, a teacher, a student, a non-teaching staff member, or an administrator.
- Teacher conflicts with: another teacher, a student, a non-teaching staff member, or an administrator.
- Student conflicts with: another student, a parent, a teacher, a non-teaching staff member, or an administrator.
- Staff member conflicts with: another staff member, a parent, a teacher, or an administrator.

Note that issues involving established school policy are routinely referred to and handled by the school Director and/or the Charter Council. This policy is intended to apply to situations that are not addressed pursuant to other established policies. In cases where it is unclear whether this policy or another should apply; the school Director shall make the determination.

All attempts at direct resolution between the parties should be pursued prior to initiating further levels of resolution. The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance. Unless there is a bona fide safety concern, an attempt at direct resolution is to be made prior to requesting Administrative Resolution.



Further Levels of Resolution: Level 1, Administrative Resolution: In the event of a disagreement that merits further discussion for a complete resolution and in order to initiate the procedures of this policy, any involved party shall complete a written or oral request for an administrative resolution; to be delivered to the Director.

The administrative resolution process consists of a meeting between the parties involved with the school administrator in attendance.

Level 2, Further Resolution: If issues of concern between the involved parties are not resolved via direct or administrative resolution pursuant to this policy, any party may elect to request a hearing before the Charter Council. Such a request must be made in writing to the chair of the Charter Council not less than one week prior to the next regularly scheduled meeting. Charter Council meetings are usually, but not always, held on the second Tuesday of each month, and usually not during the month of July. Upon receipt of the written request for a hearing, the chair of the Charter Council shall inform all parties involved that a hearing to resolve the dispute will be placed on the agenda for the next meeting. In some cases such a hearing will require the Council to go into closed session.

**Disputes between the School and the Charter-Granting Agency:** In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below:

In the event of a dispute between the school and the grantor, the staff and charter council members of the school and NCSOS agree to first frame the issue in written format ("dispute statement") and refer the issue to the county superintendent and Director of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Director and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the county superintendent and Director of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the county superintendent and Director shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the



superintendent and Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the county and the school. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the county and the school.





**LABOR RELATIONS**  
**Ed Code 47605 O**

Bitney shall be deemed the exclusive public school employer of the employees of the school for purposes of the Educational Employees Relations Act (“EERA,” Government Code §§ 3540, et seq.). BP shall comply with the EERA.





## **CLOSURE PROCEDURES**

### **Ed Code 47605 P**

If for whatever reason during the term of this charter the school is either forced or makes the determination to close and ceases operations, the following procedures will be implemented:

In cooperation with the NCSOS:

- Closure of the school will be documented by official action of the Charter Council. The action will identify the reason for the closure. The official action will identify an entity and person or persons responsible for closure-related activities.
- The Charter Council will promptly notify parents and students of Bitney Prep, the NCSOS, the Nevada County SELPA, the retirement systems in which the school's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of the contact information for the person(s) to whom reasonable inquiries may be made regarding closure; the pupil's school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.
- The Charter Council will ensure that the notification to the parents and students of the closure provides information to assist parents and students in locating suitable alternative placements. This notice will be provided in a prompt manner.
- The Charter Council will also develop a list of students in each grade level and the classes they have completed, together with information on the student's districts of residence, which they will provide to the entity responsible for closure related activities.
- As applicable, Bitney Prep will provide parents, students, and the NCSOS with copies of all appropriate student records and will otherwise assist students in transferring to their next placement. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act. The school will ask the NCSOS to store original records of BP students. If the NCSOS will not or cannot store the records, the school and the NCSOS will determine a suitable alternative location for storage.
- All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure related activities in accordance with applicable law.



- As soon as is reasonably practical, the school will prepare final financial records. An independent audit will be completed within six months after closure. The school will be responsible for paying for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the school and will be provided to the NCSOS upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the school.
- The school will complete and file any annual reports required pursuant to Education Code Section 47604.33.
- Upon closure of the school, assets of Bitney Prep, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Bitney Prep, remain the sole property of the school and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity (applicable only if BP achieves 501(c)3 status). Any assets acquired from the NCSOS, or NCSOS property, will be promptly returned upon closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submissions of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials and property was accepted.
- On closure, Bitney Prep shall remain solely responsible for all liabilities arising from the operation of the school.
- With a 501(c)3 status as a non-profit public benefit corporation, should the corporation dissolve with the closure of the school, the Charter Council will follow procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
- As specified by the budget in force at the time, the school will use the reserve fund to undertake any expenses associated with the closure procedures identified above.



# APPENDIX

