



STUDENT AND FAMILY
HANDBOOK

2023-2024

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School Overview

School Contact Information

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Charter Authorizer

EPIC Charter School is proud to be authorized by the Orange County Board of Education.

School Philosophy

EPIC believes in parental choice and personalized learning. We offer the finest curriculum choices available for grades TK-12. At EPIC Charter School, we realize that not all students learn the same way and that education should be personalized. We constantly strive to measure the effectiveness of our school so that every one of our students will succeed.

Mission Statement

“Fulfilling every student’s individual potential by personalizing an educational plan that focuses on school and family partnership to achieve optimal student performance.”

Schoolwide Learner Outcomes (SLOs)

EPIC students will aspire to...

- Appreciate learning as a continuous process.
- Meet or exceed California state grade-level standards.
- Attain college readiness by graduation.
- Communicate ideas clearly, creatively, and effectively.
- Solve problems and develop problem-solving strategies.
- Develop and practice critical thinking and study skills.
- Demonstrate responsibility, integrity, and respect for self and others.
- Seek personal excellence.

WASC Accreditation

EPIC Charter School students are enrolled in a school that is fully accredited by the Western Association of Schools and Colleges (WASC).

School accreditation:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- Additionally, WASC accreditation is important because other schools, colleges and universities, and the military often require applicants to have transcripts from accredited schools.

Accreditation certifies to other educational institutions and to the public that an institution meets established criteria or standards and is achieving its own stated objectives. WASC and the other five regional associations in the United States grant “institutional accreditation” after a comprehensive self-study followed by an on-site evaluation of the programs and services of the total institution. This means that all diploma or degree programs and educational activities offered by the institution are covered by the institution’s accreditation. The evaluation determines whether the institution qualifies for regional recognition. More importantly, periodic self-study and review promote improvement in educational quality and institutional effectiveness.

To remain accredited, a school must report annually on the progress of its submitted improvement plan as well as its ability to continue to meet accreditation standards. Once every five years, the school will need to engage in a thorough self-study process and will host a visiting accreditation team during the sixth year in the cycle. For more information, go to <http://www.acswasc.org/>.

Glossary of Terms

CAST – California Science Test. The CAST is required for all students in grades five and eight and once in high school.

Learning Period – The time period in which academic work is assigned to a student by a supervising teacher and work product is due by the student. The school year comprises eight learning periods ranging from 19-25 days each. There are four learning periods per semester. Students must meet face-to-face with their supervising teacher at least once every learning period.

Learning Period Meeting - The meeting in which the student and parent meet with their supervising teacher once every learning period to review the learning that took place, assign work for future learning periods, assess the student for progress, complete attendance, and offer support to the parent and student. At the learning period meeting, the supervising teacher will review the student's complete body of work/learning for that period.

MAP Assessment – Measure of Academic Progress assessment. Students take grade-level-specific MAP assessments three times a year. MAP results help supervising teacher gauge student grade-level proficiency and assist with the personalization of learning.

Master Agreement (MA) - An enrollment agreement between the parent/guardian, student, school, and supervising teacher which specifies the policies and procedures that must be followed to participate in EPIC Charter School. A Master Agreement signed by all parties is necessary for enrollment in the school and student attendance cannot be awarded until a complete MA is executed.

PFT – Physical Fitness Test. The PFT is required annually for all students in grades five, seven, and nine.

SBAC – Smarter Balanced Assessment System. Also commonly referred to as “state testing.” The SBAC utilizes computer-based tests and performance tasks that allow students to show what they know and can do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. The SBAC is administered to students in grades 3–8 and grade eleven.

Supervising Teacher - The supervising teacher is a California-credentialed teacher who works with the family to identify, support, and implement a personalized learning plan for each student on their roster.

2023-2024 ACADEMIC CALENDAR

September 2023							October 2023							November 2023							December 2023							January 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16	7	8	9	10	11	12	13
10	11	12	13	14	15	16	15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23	14	15	16	17	18	19	20
17	18	19	20	21	22	23	22	23	24	25	26	27	28	26	27	28	29	30			24	25	26	27	28	29	30	21	22	23	24	25	26	27
24	25	26	27	28	29	30	29	30	31					31							31							28	29	30	31			

February 2024							March 2024							April 2024							May 2024							June 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3						1	2	1	2	3	4	5	6				1	2	3	4							1	
4	5	6	7	8	9	10	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
11	12	13	14	15	16	17	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
18	19	20	21	22	23	24	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
25	26	27	28	29			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
							31																					30						

LEARNING PERIODS		
LP 1 - 19 days	Sept. 5 - Sept. 29, 2023	
LP 2 - 25 days	Oct. 2 - Nov. 3, 2023	
LP 3 - 24 days	Nov. 6 - Dec. 15, 2023	
LP 4 - 19 days	Dec. 18, 2023 - Jan. 26, 2024	
LP 5 - 24 days	Jan. 29 - March 1, 2024	
LP 6 - 20 days	March 4 - March 29, 2024	
LP 7 - 20 days	April 8 - May 3, 2024	
LP 8 - 24 days	May 6 - June 7, 2024	

HOLIDAYS		
Labor Day	September 4, 2023	
Veterans Day	November 10, 2023	
Thanksgiving Break	November 20-24, 2023	
Winter Break	December 25, 2023 - January 5, 2024	
Martin Luther King, Jr. Day	January 15, 2024	
Presidents' Day	February 19, 2024	
Spring Break	April 1 - 5, 2024	
Memorial Day	May 27, 2024	

SPECIAL DATES	
First Day of School	September 5, 2023
1st Semester	September 5, 2023 - January 26, 2024
2nd Semester	January 29, 2024 - June 7, 2024
Last Day of School	June 7, 2024

Independent Study and Attendance

EPIC Charter School serves five southern California counties: Orange, Los Angeles, San Diego, San Bernardino, and Riverside. Students must live within these five counties to attend EPIC Charter School. Proof of residency is required, and students and their families will be asked to provide residency documentation at least once per year to ensure attendance accuracy/compliance.

Academic progress is dependent on regular attendance that is expected of all EPIC students. EPIC is required to maintain and report daily attendance for all students. These reports determine the school's "Average Daily Attendance" (ADA) that serves as the basis for most of EPIC's school funding. Students are required to log into their curriculum and submit work daily each day (Monday through Friday) that school is in session. Students are expected to stay on pace in order to advance towards graduation.

Students are expected to make adequate progress in order to complete all assigned work in each learning period. Students should expect to spend at least 20–30 hours per week engaged in assigned work. Students are required to meet with teachers and mentors on a regular basis and to share the complete body of work with supervising teachers. Students may also be asked to provide specific work samples to validate their progress. EPIC Charter School complies with all applicable requirements regarding independent study, in accordance with Education Code Section 51745, et seq.

Under an Independent Study contract (Master Agreement), the student's supervising teacher creates and executes detailed lesson plans and assignments for the student to complete under the immediate supervision of their parent/guardian. To comply with applicable attendance requirements, students in an independent study program are expected to complete academic coursework each regular school day in accordance with the Independent Study Policy and the students' respective Master Agreement. Students will be required to complete all assignments by the due date as determined by the supervising teacher. If a student's parent/guardian cannot provide sufficient guidance and supervision for a student's lessons, this impacts the efficacy of an Independent Study program.

Students are expected to follow the school calendar. Parents/guardians should contact their student's teacher for any absence or missed assignment. In accordance with the Independent Study Policy and Master Agreement, the school shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study based on the triggers outlined therein.

Since EPIC is a nonclassroom-based instructional program, ADA is calculated based on the work completed by the student and submitted by the due dates established in the independent study master agreement. The assigned teacher subsequently assesses the student's work to determine whether the time value amounts to a full day of work. It's important to keep a regular work schedule/calendar so your student can clearly identify each school day in that calendar on which they engaged in required educational activities to an extent sufficient to constitute at least one day of time value.

In California, each person between 6 and 18 years of age, unless otherwise exempt by law, is required to attend school full-time with regular and punctual attendance, and schools are required to enforce this compulsory attendance law (Ed. Code, § 48200 et seq.) A student's failure to complete assignments on time may subject the student to discipline, disenrollment from the program, and/or being classified as truant and reported to the proper authorities.

The Parent/Guardian Role

- Regularly support your student in daily learning during the school day, following the educational plan you and the supervising teacher agree to.
- Treat all EPIC Charter School teachers and staff with respect and professionalism.
- Work in collaboration with your supervising teacher, ensuring your student participates fully in their independent study learning journey.
- Make sure your student participates in online or other recommended intervention supports, if needed, and as advised by your supervising teacher.
- Ensure your student's camera is turned on during synchronous instruction sessions.
- Ensure your student completes the Measure of Academic Progress (MAP) online assessment three times per school year as required.
- Support the student in attending state-mandated testing (SBAC, CAST, and Physical Fitness Test).
- Practice consistent communication to enhance collaboration through daily checks of email and voicemail.
- Attend scheduled Learning Period meetings, as well as any other necessary meetings (on the phone, via web conference, or in person), with EPIC staff and the student.
- Align all work, meetings, and progress monitoring with the school calendar to ensure all compliance items are fulfilled during the appropriate timeline.

- Ensure submission of all required student assignments and/or work samples as assigned by the supervising teacher.

It is vital that the parent/guardian follow the expectations listed above. Not maintaining these expectations could result in your supervising teacher initiating the non-compliance process.

Non-Compliance and Involuntary Withdrawal

No student shall be involuntarily removed by EPIC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action (“Withdrawal Notice”). The Withdrawal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision.

If the parent/guardian is nonresponsive to the Withdrawal Notice, the student will be disenrolled as of the effective date set forth in the Withdrawal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

Academic Requirements

Promotion and Retention

K–8 Promotion: Each K–8 student will be enrolled in five core subjects: Language Arts, Mathematics, Science, Social Studies, and Physical Education. Optional enrichment opportunities include art, music, world languages, technology, field trips, and virtual and in-person community experiences, providing a well-rounded education. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards.

High School Promotion: High school students can select courses from a variety of learning programs. Students will be enrolled in a minimum of 20 credits per semester (4 classes). If the student is taking courses at a community college, they must meet with their counselor to obtain approval prior to enrolling in the community college courses. Students progress to the next grade level after successful completion of the required number of credits per year. No more than two community college courses will be approved per semester.

- 9th grade 0-49 credits
- 10th grade 50-99 credits
- 11th grade 100-149 credits
- 12th grade 150+ credits

Four-Year Plan for High School Students: The school will develop a four-year individual graduation plan for each high school student. The graduation plan will be reviewed by the College and Career Readiness team and revisited annually (unless necessary due to mid-year course changes). The four-year individual graduation plan will include:

- Learning Program

- Student’s intended courses
- Courses completed
- Course of Study
- College and/or Career path

Acceleration: When high academic achievement is evident, the teacher or parent, with the assistance of a Student Study Team, may recommend a student for acceleration into a higher grade level (“skipping a grade”). Academic, social, physical, and emotional maturity factors all play a role in determining if acceleration is appropriate for a child, along with determining if the potential benefits of acceleration outweigh the potential harmful effects.

Students will not be considered for acceleration under the following conditions:

- If the student’s assessment results (school and/or statewide) do not indicate that the student is performing above grade level.
- If the student is not on track to complete all courses at the grade level to which they would be advanced.

Grade 1–12 Grade Level Acceleration: The decision to accelerate a student for the following school year will be made only after careful consideration has been given about serving the academic and social-emotional best interests of the student. Grade-level accelerations are reviewed, and determination meetings are held in May of the current school year. Parent requests for student acceleration are due by the end of the first semester of the current school year. If the student’s teacher agrees that a review for a grade-level promotion is appropriate, the teacher will request a Student Study Team (SST) meeting to discuss acceleration, then if the Student’s Study Team agrees, will complete a request for acceleration into a higher grade level.

- A combination of the following may be used to assess the student’s readiness to accelerate:
- Benchmark data indicates student has mastered current grade level content/state standards
- Benchmark results in mathematics and ELA indicate student is advanced at current grade level content/state standards
- SBAC results (if available) indicate student has met or exceeded standards
- Student work samples, demonstrating proficiency above current grade level standards as determined by the academic team
- The student’s social, physical, and emotional maturity will also be considered

Grades 1–12 Acceleration Procedure and Timeline: Parents/Supervising Teacher will request student acceleration by submitting the school-provided survey and by following the steps and timeline outlined below.

Steps for Acceleration	Timeline
1. Parent may request that the teacher promote their child by one grade level.	Parent - by end April.
2. Before recommending a student for acceleration: Teacher requests an SST meeting to discuss acceleration and review student records with the Student Study Team.	Teacher - Before February 1 of the current school year.

3. If the Student Study are all in agreement, the teacher recommends acceleration consideration for the student and explains in writing through the school-provided survey why acceleration is being recommended for the student.	Teacher - By April 1 of the current school year
4. Team meets to review factors considered regarding grade level placement of the student for the next school year.	Teacher/Academic Team - May of the current school year

Kindergarten Mid-Year Grade Level Acceleration: A child who was not age-eligible for kindergarten and who attended a California private school kindergarten for a year is viewed by the CDE as not legally enrolled in kindergarten, pursuant to EC Section 48000 requirements. Therefore, this child, upon enrollment in public school, is enrolled in kindergarten, assessed, and may (but is not required to) be immediately promoted to first grade if the child meets the following State Board of Education criteria, pursuant to Title 5, Section 200:

- The child is at least five years of age.
- The child has attended a public school kindergarten for a long enough time to enable school personnel to evaluate the child's ability.
- The child is in the upper 5 percent of the child's age group in terms of general mental ability.
- The physical development and social maturity of the child are consistent with the child's advanced mental ability.
- The parent or guardian has filed a written statement with the district that approves placement in first grade.

A statement, signed by the school and parent/guardian, is placed in the official school records for these five-year-olds who have been advanced to first grade (EC Section 48011). This action prevents a subsequent audit exception for first grade placement of an age ineligible student. A combination of the following may be used to assess the student's readiness to accelerate:

- Benchmark data indicates student has mastered current grade level content/state standards
- Benchmark results in Mathematics and ELA indicate student is advanced at current grade level content/state standards.
- Student work samples, demonstrating proficiency above current grade level standards.

Kindergarten Acceleration Procedure and Timeline: Parents/Supervising Teacher will request student acceleration by submitting the school-provided survey and by following the steps and timeline outlined below.

Steps for Kindergarten Acceleration	Timeline
1. Parent - Parents may request that the teacher promote their kindergarten child by one grade level at the end of the year.	Parent - By end of April.
2. Teacher - If the student's teacher agrees that a review for a kindergarten mid-year grade-level promotion is appropriate, the teacher will complete a request for acceleration. Requests	Teacher - By December 1 of the current school year

must be received prior to December 1 of the current school year.	
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Retention

EPIC Charter School is committed to making individual decisions on grade retention based on the long-term, best interest of the individual student. EPIC is committed to helping all students realize their fullest potential, including remediation for students who are experiencing difficulty. Retention may be appropriate for a student experiencing extreme academic difficulty or serious health or family emergencies. Typically, retention is considered after various other remediation steps (Tiered Interventions, SST Meetings, Academic Screenings, etc.) have been employed by the student's teacher(s) and academic team with insufficient success. Students may not be retained more than once (at EPIC or from a previous school) through grades 1-8.

After careful analysis of evidenced-based instruction and intervention, retention is considered for the next school year. When a student is being considered for retention, a review of records will be completed to look at possible factors influencing the student's achievement and success as well as the impact and effectiveness of a school grade retention for the student.

Reviewing the student's academic records and the survey for recommending retention will allow the Academic Team to consider the listed, but not limited to, factors:

1. Source of referral—teacher/principal/parent/student
2. Level of academic growth, achievement, and grade level
3. Possible learning disabilities
4. Language proficiency
5. Social and emotional maturity: Ability to communicate, social adaptability, emotional difficulties, motivation to learn, interest in school
6. Attendance history
7. Ages and grade placements of siblings, family transiency, family situation
8. Previous retention
9. Student's and parent/guardians' attitude toward school and toward retention
10. Parental educational rights
11. Special or unique circumstances

Continuation in Kindergarten: Students can be retained in grade K based on current law. Kindergarten students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year based on student progress on the Individualized Learning Plan (Ed Code 48011). Whenever a student continues in kindergarten for an additional year, the School Staff shall

secure an agreement, signed by the parent/ guardian, stating that the student shall continue in kindergarten for not more than one additional school year (Ed Code 46300).

Grades 9–12 Retention: The state does not require school districts to have student retention criteria beyond the last year of middle school to the first year of high school. Progress toward high school graduation shall be based on the student’s ability to pass the subjects and electives necessary to earn the required number of credits.

Grades 1–8 Retention: If a student is identified as performing below the minimum standard for promotion based on their progress on the Individualized Learning Plan, the student may be retained in their current grade level pending all criteria met and with final approval through the Retention Procedure and Timeline (see below). Both the parent and teacher must explain in writing through the school-provided survey if retention is recommended for the student. This explanation shall specify the reasons that retention is appropriate for the student and shall include recommendations for interventions necessary to assist the student in attaining acceptable levels of academic achievement. If the teacher and parent are not in agreement with the recommendation of retention, please see below for the appeal process. The burden of proof for the appeal rests with the appealing party (Ed Code 48070.5).

Grades 1–8 Retention Procedure and Timeline: Parents/Supervising Teachers will request student retention by submitting the school-provided survey and by following the steps and timeline outlined below.

Steps for Consideration of Retention	Timeline
1. Parent and Teacher: School-provided remediation steps occur, including, but not limited to: -SST meeting -Academic screenings -Multi-tiered Systems of Supports, includes Tier 1, Tier 2, and Tier 3 intervention -Curriculum Review - Parent Teacher conference to review current curriculum, how it is being implemented, and to provide any suggested changes that may benefit the student.	Teacher – Before recommending a student for retention.
2. Teacher or parent recommends retention consideration for the student and explains in writing through the school- provided survey why retention is being recommended for the student.	Teacher/Parent - By April 1 of the current school year
3. Academic Team meets to review factors considered regarding grade placement of student for the next school year. Factors to be considered: <ul style="list-style-type: none"> ● Analysis of Remediation Data (Review of results from SST Plans, Interventions, etc.) 	Teacher/Academic Team-May of the current school year
4. School Administrator makes decision and informs parent or guardian.	School Administrator before the school year has ended.

Appeals and Parent Rights

Parents have the right to appeal a decision made by the School Administrator. If a parent wishes to appeal, complete the following steps:

- Appeal to School Administrator and Academic Team Advisor in writing.
- School Administrator or Academic Team Advisor responds to written appeal within two (2) weeks.
- If not resolved, parents may appeal to the School Board at the next regularly scheduled board meeting.
- The School Board will meet in a closed session and the Governing Board President or designee will send the parent or guardian a response to the appeal, in writing, within a week of the meeting.

IDEA/504 Students

Students who participate in special education/504 plans have their education program and decision-making process affected by state and federal regulations; therefore, decision-making in the area of grade promotion/retention is first governed by state and federal requirements. If a student has an active IEP, an IEP meeting must be held prior to a final retention decision being made for a student.

High School

EPIC offers a personalized approach to learning where parents are encouraged and supported in choosing curricula from the high school catalog that matches their students' needs, expectations, and rigor in each subject area. With guidance and support from the supervising teacher and the college and career readiness department, parents will be sure to meet California State Standards and provide their student with a relevant course of study for their grade level.

All high school students who enroll 10 days after the semester begins will be required to submit in-progress grades from their previous school.

Minimum and Maximum Course Policy

The minimum and maximum course policy is in place to ensure academic success.

- The minimum number of courses that high school students can register for is 4 courses per semester depending on the student's respective grade level.
- 12th graders who have earned 180 credits prior to the start of their senior year can register for 4 courses per semester, equaling 40 credits for the school year. Seniors with fewer than 40 credits remaining may be able to take all remaining courses in the first semester. Courses are reviewed and teachers consulted in making this determination.
- If a student is participating in concurrent enrollment, then a minimum of 4 EPIC high school-level courses must be taken each semester they are registered for a college course.
- The maximum number of courses high school students can register for is 8 courses per semester including concurrent enrollment courses.

Dropping Courses

Students dropping a course can only do so within 10 school days of enrollment without potentially affecting their transcript.

- Courses dropped after the 10th school day in the first and/or second semester will receive a “W” or “WF” on the report card/transcript. Determination is based on attendance review.

Withdrawals may only be issued to students who hold a minimum of five courses prior to the withdrawal. Dropping a course may prevent a student from graduating on time. Seniors carrying five courses may drop to a minimum of four courses as long as they carry sufficient credits to graduate.

Individual curriculum providers have their own refund policies. Please work with your supervising teacher if you have any questions on this.

Graduation Requirements

College and Career Readiness Graduation Track – 220 Units

Social Science – 30 Units (World History, U.S. History and Government/Economics)

English – 40 Units College Prep (4 yearlong courses)

Mathematics – 30 Units (including Algebra I)

Science – 20 Units (including 10 units of Life Science and 10 units of Physical Science)

Foreign Language /Visual and Performing Art/Career and Technical Education – 10 Units (10 Units must be complete in one of these three areas)

Physical Education – 20 Units

Electives – 70 Units

200 Credit Graduation Track

English – 40 Units (4 yearlong courses)

Mathematics – 20 Units (including Algebra I)

Science – 20 Units (including Biology and Physical Science)

Social Science – 30 Units (10 units of US History, 10 units of World History, 5 units of Economics, and 5 units of Government)

Foreign Language /Visual and Performing Art/Career and Technical Education– 10 Units (one course in visual/performing arts, foreign language, or career technology)

Physical Education – 20 Units

Electives – 60 Units

Honors/Concurrent Enrollment

Some of the EPIC Charter School curriculum offers advanced placement courses and/or college preparatory courses. These courses will be clearly described. Please contact the counseling department if you have a student who is interested in concurrent or advanced placement courses. They will assist you in that process with the family.

EPIC Charter School uses the following grading scale:

A+ = 99-100

A = 90-98

B+ = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

D+ = 68-69

D = 63-67

D- = 60-62

F = 0-59

Concurrent Enrollment

Concurrent Enrollment course letter grades have the following GPA weights:

A: 5.0 B: 4.0 C: 3.0 D: 2.0 F: 0.0

Credits will be earned as follows: Courses listed as year-long courses on the UC Course list will receive 10 credits. 4-unit academic courses not on the UC Course list will receive 5 credits. Non academic courses will receive face value credit.

For college course not already approved for 10 credits for 3 college hours, a review will be made by the counseling department upon request of the parent or teacher.

Advanced Placement/Honors Courses

Honors courses are available for students who qualify as part of EPIC's high school course offerings. At EPIC we weight Honors and AP courses for GPA calculation the same and encourage students to participate in both Honors courses and Concurrent Enrollment for college credit. However, an EPIC student may sit for a College Board exam at a local approved testing site if the family chooses. Fees for the Advanced Placement/College Board exams can be paid out of the family's learning fund if available.

Honors Courses

Honors course letter grades have the following GPA weights:

A: 4.5 B: 3.5 C: 2.5 D: 1.5 F: 0.0

Honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as "honors" are not eligible for the UC honors designation.

Graduation Participation

For a student to qualify for graduation, all coursework requirements must be completed by the official last day of school.

Academic Integrity, Plagiarism, and Cheating

EPIC strives to maintain a culture of academic honesty and integrity and to foster a learning environment based on trust, responsibility, and ethical behavior. Academic integrity is the commitment to uphold honesty, responsibility, and ethical conduct in all aspects of learning, including assignments, assessments, research, and collaboration. Students are expected to complete their work independently, giving proper credit to all sources used. Plagiarism, cheating, and unauthorized collaboration are strictly prohibited. Students must adhere to specific guidelines provided by teachers for each assignment, project, or assessment. Any form of misrepresentation, falsification, or fabrication of information is unacceptable.

Assessments and Interventions

Report Cards

Report cards showing your child's progress in school will be issued twice a year at the end of each semester. Multiple measures of assessments are developed for each grade level and are used to monitor each child's overall progress. If you have any questions regarding the information contained in these reports, please contact your child's supervising teacher.

State Testing

EPIC shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"]).

English Learners

EPIC is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. EPIC will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. EPIC will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Special Education/Students with Disabilities

EPIC is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. EPIC provides special education instruction and related services in accordance with the Individuals with Disabilities in

Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at EPIC. EPIC offers high-quality educational programs and services for all our students in accordance with the assessed needs of each student. EPIC collaborates with parents, the student, teachers, and other agencies, as may be indicated, to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, EPIC is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact your supervising teacher.

Section 504

EPIC recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to Director of Special Education.

Learning Fund

Learning Fund Overview

The Learning Fund is an allocation of monetary credit on a student’s account that can be used to purchase learning resources and extracurricular activities. The fund amount may fluctuate year to year, depending on several factors, such as the current economic climate and educational regulations. Teachers and parents decide what to spend the funds on, starting with selection of a core curriculum. Our Learning Fund Department approves or denies purchases according to state requirements.

The Learning Fund is a value-added feature to the high-quality instruction and services students receive from EPIC.

Curriculum, extracurricular activities, school supplies, and other academic items that support student learning may be purchased with the Learning Fund. All items purchased must possess educational merit. After deducting the price of a core curriculum, parents and teachers can decide to use the remaining balance for supplemental curricula, extracurricular activities, and/or educational items/technology. Check the Learning Fund section of the EPIC website for information related to what can and cannot be purchased with the Learning Fund.

Learning Fund Policies

- Parents/Teachers cannot be reimbursed for any educational expenses.
- Parents/Teachers cannot be paid directly to purchase educational items or for services provided.

- EPIC must purchase the products or services for students for the Learning Fund to pay.
- The Learning Fund balance will be prorated for students enrolled after September 30. (Please note that this deadline is subject to change each school year.)
- Students who maintain attendance of 95% or greater can utilize 100% of their Learning Fund balance.
- A learning fund attendance reserve will be deducted for students with attendance of 94% or less. The learning fund attendance reserve will equal the student's attendance percentage x the Learning Fund starting balance. Example: If a student's attendance percentage is 91%, their attendance reserve will be \$270 ($\$3000 - (91\% \times \$3000)$). Attendance is calculated after each Learning Period so a student's attendance reserve may go up or down after each learning period based on the student's attendance percentage. The best practice is for students to keep their attendance percentage at or above 95%!
- Families can share funds among students listed under the same Family ID.
- All non-consumable physical items and products are the property of EPIC Charter School and must be returned upon withdrawal or graduation.
- The learning fund cannot be appropriated, applied, used, donated – directly or indirectly – for the use of faith-based materials, denomination, sect, church, or system of religion or religious belief or teachings, per California state guidelines.
- Upon withdrawal or high school graduation, the funds are moved back into the general fund for future students. The Learning Fund is not like a bank account students/families can keep or use for personal reasons. These funds are provided by the state for independent study students' educational support.
- If unexpected budgetary situations occur, EPIC Charter School reserves the right to manage the Learning Fund Program as necessary.

Disclaimers and Notices

Non-Discrimination Statement

EPIC Charter School prohibits discrimination in the educational activities and programs, admission of students and the selection and/or employment on the basis of race, religion, gender, age, national origin, veteran status or disability. EPIC Charter School complies with the federal and state regulations for implementing Title IX of the Educational Amendment of 1972, Title VI, Section 504, and Americans with Disabilities Act (ADA) of 1990.

Family Educational Rights & Privacy Act (FERPA) Notice

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's educational records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School a written request that identifies the record(s) they wish to inspect. The School Leader will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the

School to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorized disclosure without consent. One exception, which permits disclosure without consent, is disclosed to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health of medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performance of his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires the School to make a reasonable attempt to notify the student of records request unless it states in its annual notification that it intends to forward records on request.)
4. "School officials" are School employees with general or specific responsibility for promoting the educational objectives of the School or third parties under contract with the School to provide professional, business and similar administrative services related to the School's educational mission. Individuals whose responsibilities place them within this category include teachers; advisers; counselors; deans, department chairpersons, directors, and other administrative officials responsible for some part of the academic enterprise or one of the supporting activities; health staff; administrative and faculty sponsors of officially recognized clubs, organizations, etc.; members, including students and alumni, of official committees, staff personnel employed to assist School officials in discharging professional responsibilities; and persons or entities under contract to the School to provide a specific task or service related to the School's educational mission. Access by these officials is restricted where practical, and only to that portion of the student record(s) necessary for the discharge of assigned duties.
5. "Legitimate educational interests" are defined as interests that are essential to the general process of public education prescribed by the body of policy adopted by the governing board. Legitimate educational interests would include teaching, research, public service, and such directly supportive activities as academic advising, general counseling, discipline, vocational counseling and job placement, advisement, medical services, safety, and academic assistance activities. In addition, the School officially recognizes appropriate co-curricular activities that are generally supportive of overall goals of the institution and contribute generally to the well-being of the entire student body and specifically to many individuals who participate in these activities. These activities include varsity and intramural sports, specific interest clubs, and student government.

6. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

The name and address of the Office that administers FERPA is: Family Policy Compliance Office U. S. Department of Education 400 Maryland Avenue, S. W. Washington, D. C. 20202-5920

Pregnant and Parenting Students

EPIC recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protracting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place in order to protect the health of the pupil who gives or expects to give birth with the infant.

Upon return to the school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction at EPIC if it is necessary in order for the pupil to be able to complete any graduation requirements, unless EPIC determines that the pupil is reasonably able to complete the graduation requirement in time to graduate from high school by the end of the pupil's fourth year in high school.

Notice to Parents Regarding Release of Directory Information

The FERPA, a federal law, requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without a parent's written consent, unless you have advised the School to the contrary in accordance with School procedures. "Directory information" which is information that would not generally be considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The term "directory information" may include the following:

1. Student's name
2. Address
3. Telephone listing
4. Electronic mail address
5. Photograph
6. Date and place of birth
7. Major field of study
8. Dates of attendance
9. Grade level
10. Participation in officially recognized activities and sports
11. Weight and height of members of athletic teams
12. Most recent school attended

The School has not included any of the above-listed categories of student information within the term "directory information." As a result, unless a parent or eligible student notifies the School in writing

within thirty (30) calendar days of enrollment of each school year of their election to have the School release any of the above information (each category of information must be specifically requested), the School will not disclose any information which may be considered “directory information.”

Disclaimer

The policies and regulations of EPIC Charter School, or any changes to the policies and regulations after the publication of this guide supersede all information provided in this handbook. For more detailed information, families are encouraged to contact the administration office or access updates online.