



A Blended Learning School
Serving Grades K-12

Student Handbook
2023-2024

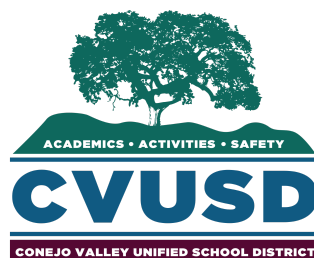


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The Following Must be Signed and Returned to the School via DocHub or Hard Copy:

- **Parent/Student Agreement**
- **Lab Guidelines Form**
- **Technology Acceptable Use Form**

Welcome to the Alternative Education Campus

Conejo Valley Unified School district recognizes that a quality secondary education is not a “one-size-fits-all” proposition. In response to this, Century Academy was opened in the fall of 2010 and provides customized computer based instruction for the independent learner. In addition we offer a variety of on campus support opportunities. The academy is accredited by the Western Association of Schools and Colleges (WASC) and has approved A-G courses through the University of California. Century Academy is also fully accredited by the NCAA.

Century Academy students may choose to participate in Work Experience, the Regional Occupational Program (ROP), pursue outside sports and activities, or participate in unique learning environments such as on ground hybrid electives and community service projects. We hope that the flexibility offered at Century Academy will help our students discover a balance of guidance and personal support to help them achieve their very best!

Conejo Valley Unified School District’s SHINE Homeschool program offers a personalized learning model to students in TK-12. Families meet weekly with their homeschool advisor, a district credentialed teacher, to customize curriculum for their student. SHINE families can join our other homeschool families for social meet-ups. Our students have access to sports and performing arts programs offered by their CVUSD neighborhood school. Students can also take advantage of dual-enrollment with the local community colleges to accelerate their graduation timeline.

Please stop by the office to say hello. If you have questions or need support, we’re here to help.

Best Wishes!

We want every student to be successful!

Attend every appointment and come to school prepared.

Century Academy/SHINE Homeschool

33 Greta St.
Thousand Oaks, CA 91360
Phone 805-496-0286

Staff Directory

<u>Title</u>	<u>Name</u>	<u>Ext.</u>	<u>Email Address</u>
Principal	Yuliya Eisenberg	106	yreznikovaeisenberg@conejousd.org
Assistant Principal	Sean MacDonald	118	smacdonald@conejousd.org
Counselor	Rachel Kelterer	105	rkelterer@conejousd.org
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Registrar	Debbie Greve	104	dgreve@conejousd.org
Lab Technician	Myna Thiesen	201	mthiesen@conejousd.org
Century Faculty	Karen Alexander	130	kalexander@conejousd.org
Century Faculty	Eileen Belanger	127	ebelanger@conejousd.org
Century Faculty	Brian Gunn	129	bgunn@conejousd.org
Century Faculty	Christy Herrera	124	christinaherrera@conejousd.org
Century Faculty	Michael Jekogian	131	mjekogian@conejousd.org
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SHINE Faculty	Christy Pantoja	260	cpantoja@conejousd.org
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SHINE Faculty	Brant Walker	259	bwalker@conejousd.org

Vision Statement

There is a “Century/SHINE Way.” It is about customizing learning for the student, family, and community. Century and SHINE’s fundamental belief in academic rigor, multicultural perspective, and critical literacy are the keys to inspiring a passion for life-long learning.

Mission Statement

Century Academy and SHINE Homeschool seek to be an exemplary blended-learning school/program. We build the foundation of this community through meaningful relationships; rigorous, relevant, and engaging learning; and effective communication. We challenge ourselves to continuously evolve to meet the needs of our stakeholders. In order to prepare students to contribute to the global community, Century Academy and SHINE Homeschool deliver a balanced and varied school curriculum designed to meet the academic, cultural, and social-emotional needs of our diverse community.

School-Wide Learning Outcomes

Learner Need A: Students need access to immediate Tier 3 supports with long term plans for universal intervention in Tiers 1 and 2. Students and parents report a rise in anxiety/depression due to the Covid-19 pandemic and isolation overloading existing Tier 3 supports which need additional resources and manpower.

Learner Need B: Students need equitable curricular access through planned accommodations or removal of barriers. Individual departments and leads of subgroups need designated time to review data and work with the faculty at large to ensure interventions are consistent, ongoing, and analyzed for effectiveness.

Learner Need C: Students need explicit training and support in mastering executive function skills (organization and prioritization). Due to the Covid-19 pandemic, students are increasingly having to manage their time and prioritize assignments on their own. While independent work has been a long-standing model at Century, students are struggling to keep up with pacing without the available resources traditionally found on the physical campus.

Learner Need D: Students need ongoing and meaningful opportunities to contribute to the culture of the school community. The school wide culture would benefit from engagement from a wider student and parent group. Opportunities for engagement have been limited for a year since the start of the Covid-19 pandemic.

How to Succeed at Century and SHINE Homeschool

Please read the attendance policy. If you have any questions, we are here to help.

Attendance:

- Students must attend their weekly Advisory Teacher appointment promptly on their scheduled day and at their scheduled time. **Do not schedule** medical or employment obligations during your assigned and agreed upon appointment time.
- There are no absences, excused or unexcused, at Century Academy and SHINE Homeschool.
- Students must have completed approximately **35 hours of work each week, depending on the number of classes they are enrolled in, which will ensure progress towards graduation.** Your 35 productive hours (ph) of study, computer and written work, plus meeting with your teacher, is equivalent to one week of on-site school at the comprehensive high school. Therefore, missing one appointment is equivalent to missing one week of on-site schooling.
- In order to receive a grade and credits for a class, students must complete a minimum of 80 hours of work per semester.
- **Students will be dropped/failed from on-campus classes upon their fourth absence. Thus, it is critical to attend.**
- Transportation to and from Century Academy and SHINE Homeschool is a student/parent responsibility.
- Transportation problems will not be accepted as an excuse for rescheduling an appointment.
- Work is no excuse for missing school and may result in a call to the student's employer and cancellation of the student's work permit.
- If you have to be absent for unforeseen reasons, it is your responsibility to have a **parent or legal guardian telephone or email** your teacher and reschedule **before** your appointment that week. Students, unless 18 years of age, cannot excuse themselves from their academic responsibilities. Phone numbers and email addresses are located in the Staff Directory on Page 4 of this handbook. **Do not leave a message on the main phone line; you must contact your teacher directly.**
- If illness causes you to miss more than one consecutive week of school, you must bring a doctor's note to your teacher and call the Assistant Principal to discuss your circumstances.
- Refer to the Conejo Valley Unified School District calendar for the days that school will not be in session this year. If your regular weekly appointment falls on one of these days, you will need to meet with your teacher on another day that week. This will be arranged with your advisor.
- Parents, please note that this is a closed campus. Please make sure you and your student have an understanding of what their expectations are when you drop them off at school.

The following information reflects the processes in place for poor attendance. Remember, your attendance is calculated by your productivity!

Century Academy, LTIS, SHINE Tiered Re-Engagement Protocol

Background:

AB 130 requires school districts to ensure that procedures for tiered re-engagement strategies are used for all students who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, pupils found not participatory in synchronous instructional offerings pursuant to Section 51747.5 for more than 50 percent of the scheduled times, or who are in violation of their written agreement. These procedures shall include, but are not necessarily limited to, all of the following:

- Verification of current contact information for each enrolled student;
- Notification to parents or guardians of lack of participation within one school day of the student's absence or lack of participation;
- A plan for outreach from the school to determine the student's needs, including connection with health and social services as necessary;
- Confirm or provide access to connectivity and devices to participate and complete assignments; and
- A clear standard for requiring a student-parent-educator conference to review the student's written agreement, and reconsider the independent study program's impact on the student's achievement and well-being.

Live Interaction & Synchronous Instruction: For MS & HS, 30 productive hours/week are assigned; 90% is 27 PH per week. If a student turns in less than 27 PH per week for 4 weeks in a row OR they miss more than 50% of the synchronous instructional time, intervention strategies will be initiated and eligibility to continue in the program will be reviewed. For grades Tk-5, 20 PH are assigned weekly. Students should turn in no less than 90% of assigned work which is 18 PH per week. If a student turns in less than 18 PH for 4 weeks in a row OR misses 50% of the synchronous instructional time, intervention strategies will be initiated and eligibility to continue in the program will be reviewed.

Documentation of daily live interaction and synchronous instruction is required for each school day. Grade span participation in daily live interaction and synchronous instruction are as follows:

- **Grades TK-3-** daily synchronous instruction (90 minutes)
- **Grades 4th-8th-** daily check-in and/or tutoring opportunity
- **Grades 9-12-** weekly advisory appointment, scheduled synchronous instruction

If a pupil does not participate in independent study on a school day, it shall be documented as non-participatory for that school day, per Education Code (EC) 51747.5. This translates to an attendance mark of "Truancy" on the student's record.

Live interaction-Advisory Appointments-Daily Check-in OR Tutoring is defined as the interaction between the student and LEA classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services and instruction. This interaction may take place in person or in the form of internet or telephonic communication.

Synchronous instruction is defined as classroom-style instruction, or designated small-group or one-on-one instruction delivered in person or in the form of internet or telephonic communications, involving live two-way communication between the teacher and pupil.

These provisions allow the school staff to connect with students every day and readily identify when a student begins to show behaviors toward disengagement within the IS environment. Students who do not comply with the live interaction activities and/or synchronous instruction opportunities will trigger the need for daily follow up by local staff. If the disengagement continues then this will trigger the tiered re-engagement strategies.

Tiered Re-Engagement & Staff Responsibility:

Level 1 re-engagement: The universal approach provided when the student is initially missing from the IS environment (daily check-in, synchronous instruction sessions, work completion). The below re-engagement strategies should be implemented after a student misses 50% synchronous instruction session over 4 consecutive weeks, or submits less than 90% of assigned academic work for 4 consecutive weeks.

Strategies: A small cadre of staff will support and build school connectedness for those on IS. This will involve outreach from office staff, a clerk or other school official assigned to make the initial check-in call. These assigned staff will call students or parents to perform a wellness check, determine why a student is not turning in assignments and/or not showing up on the assigned synchronous instruction day or daily check-in to connect to see how the student and their family are doing overall.

Documentation of tiered intervention contacts should be recorded in the Site Tracking Form for LTIS Tiered Re-engagement and also be added into **Q Visits** as an **Intervention-Attendance**.

Tiered Re-Engagement Strategy	Who is Responsible
<p>LEVEL 1 CRITERIA: Implemented after student misses 50% of synchronous instruction sessions over 4 consecutive weeks, or submits less than 90% of assigned academic work for 4 consecutive weeks.</p>	
<p><input type="checkbox"/> Verify current contact information</p>	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher ● <u>Middle and High School</u>: advisor/supervising teacher
<p><input type="checkbox"/> Address access and connectivity issues</p>	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher ● <u>Middle and High School</u>: Century site tech
<p><input type="checkbox"/> Support family to facilitate learning at home: Confirm student has school supplies and personal necessities</p> <p><input type="checkbox"/> Determine if student has work-space at home</p> <p><input type="checkbox"/> Create pathways for parents to maintain ongoing communication; designate a point</p>	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher ● <u>Middle and High School</u>: counselor (Breakthrough) & advisor/supervising teacher

<p>person for parent to contact (i.e. attendance clerk, counselor)</p> <p><input type="checkbox"/> Develop outreach plan to determine students' needs, including: technology, academic support, physical or mental health concerns, social services, etc.</p>	
<p><input type="checkbox"/> Run productive hours report in Q every two weeks.</p> <p><input type="checkbox"/> Provide regular notice to parent regarding absences from the IS environment</p> <p><input type="checkbox"/> Determine if student needs academic or attendance intervention</p>	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher ● <u>Middle and High School</u>: Century attendance clerk, advisor/supervising teacher
<p><input type="checkbox"/> Build relationship with student and family with calls on a regular basis to learn more about the student's motivations and future plans to help guide the classwork and behaviors in that direction</p>	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher ● <u>Middle and High School</u>: advisory/supervising teacher
<p><input type="checkbox"/> Provide clear communication with parents about academic progress</p>	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher ● <u>Middle and High School</u>: supervising teacher

Level 2 re-engagement: The teacher, office clerk, counselor or others cannot reach the student or the student continues to be non-participatory. The below re-engagement strategies should be implemented after the student misses 70% synchronous instruction session over 4 consecutive weeks, or submits less than 90% of assigned academic work for 4 consecutive weeks.

Strategies: Students may need to be connected to school and local community resources depending upon the specific needs of the family and student. Referrals could include contacts with the district attendance staff, nurse, school psychologist, counselor, school social worker, case manager, the homeless or foster liaison, or support for a technology issue. Support can also be sought for intervention, tutoring, mental health, medical health, substance abuse providers, or Department of Children and Family Services. Resources needed will be determined by the unique needs of the participating student and the Community Resource List can be shared with families. This will also be a time to remind the parent and student that there is an IS Master Agreement in place, and the next step would be to evaluate if IS remains beneficial for the student's academic success.

Documentation of tiered intervention contacts should be recorded in the Site Tracking Form for LTIS Tiered Re-engagement and also be added into Q Visits as an Intervention-Attendance.

Tiered Re-Engagement Strategy	Who is Responsible
<p>LEVEL 2 CRITERIA: The below re-engagement strategies should be implemented after student misses 70% of synchronous instruction sessions over 4 consecutive weeks, or submits less than 90% of assigned academic work for 4 consecutive weeks.</p>	
<input type="checkbox"/> Phone call, text and/or email to parents and/or student – documentation of all efforts	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher ● <u>Middle and High School</u>: counselor & advisor/supervising teacher
<input type="checkbox"/> Mail SARB Attendance Letter #1 to last known address	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher, admin ● <u>Middle and High School</u>: Century attendance clerk & Assistant Principal
<input type="checkbox"/> Conduct home visit with attendance staff, SRO, etc. <input type="checkbox"/> Provide students with resources to be successful (headphones, online tutoring program, appropriate work space, etc.)	<ul style="list-style-type: none"> ● <u>Elementary</u>: Student Support Services, admin, SRO ● <u>Middle and High School</u>: Student Support Services
<input type="checkbox"/> Hold parent/guardian- teacher conference <input type="checkbox"/> Provide academic and/or social-emotional interventions (Achieve 3000, IXL math; Second Steps; online tutoring program, small group support) <input type="checkbox"/> Share and discuss Community Resource List <input type="checkbox"/> Connect student to a mentor	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher and admin ● <u>Middle and High School</u>: counselor, supervising teacher & case manager (if student on an IEP)
<input type="checkbox"/> Mail School Attendance Review Board (SARB) Attendance Letter #2 (if necessary)	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher ,health clerk, admin ● <u>Middle and High School</u>: Century attendance clerk

Level 3 re-engagement: Intensive intervention efforts are required. The student is non-participatory despite the offering of needed support and intervention. The below re-engagement strategies should be implemented after the student continues to **miss live interactions, synchronous instruction sessions and weekly completion of work.**

Strategies: The IS Master Agreement and the appropriateness of the IS placement would be evaluated at a conference with the student, parent, teacher, and other CVUSD staff as appropriate who can speak to support and interventions. In-person instruction may be more appropriate for the student. The local school attendance

review team and/or school attendance review board processes (SARB) should also be initiated if the student continues to be non-responsive to re-engagement efforts.

Documentation of tiered intervention contacts should be recorded in the Site Tracking form for LTIS Tiered Re-engagement and also be added into Q Visits as an **Intervention-Attendance**.

Tiered Re-Engagement Strategy	Who is Responsible
<p>LEVEL 3 CRITERIA: The below re-engagement strategies should be implemented after student continues to miss 70% of synchronous instruction sessions over 4 consecutive weeks, or submits less than 90% of assigned academic work for 4 consecutive weeks.</p>	
<input type="checkbox"/> Hold SST meeting	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher and admin ● <u>Middle and High School</u>: counselor & advisor/supervising teacher
<p>Follow up Options:</p> <input type="checkbox"/> Conduct home visit <input type="checkbox"/> Provide resources to family	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher, admin ,SRO ● <u>Middle and High School</u>: Attendance Clerk; Administrator/Counselor; Student Support Services
<input type="checkbox"/> If an IS student has a Section 504 plan or an active IEP, a formal meeting shall be scheduled and held to ensure due process and review of current placement	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher, admin ● <u>Middle and High School</u>: administrator, counselor; supervising teacher; case manager
<input type="checkbox"/> Hold School Attendance Review Team (SART) meeting	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher, admin ● <u>Middle and High School</u>: administrator and Student Support Services
<p>If attendance concerns persist:</p> <input type="checkbox"/> Provide referral to District SARB, following Attendance Letter # 3	<ul style="list-style-type: none"> ● <u>Elementary</u>: teacher, admin ● <u>Middle and High School</u>: Attendance Clerk

Tracking & Documenting Tiered Re-Engagement:

SHINE and LTIS - Elementary

- If, at the end of the week, teachers review the weekly assignment sheet and report to administration any deficiencies in submission of work. If that deficiency is equivalent to 3 or more school days (60% of week), then the Tiered Re-engagement Process begins. Use Site Tracking Form & Individual Student Tracking Form.

OR

- If a student is not present for the Daily Live Interaction/Instruction and parent/student is not communicating with the teacher about why they are not present for the Daily Live

Interaction/Instruction, then Tiered Re-engagement Process begins. Use Site Tracking Form & Individual Student Tracking Form.

SHINE and Century - Secondary

- If, at the end of the week, teachers review the weekly assignment sheet and report to the attendance clerk any deficiencies in submission of work. If that deficiency is equivalent to 3 or more school days (60% of week), then the Tiered Re-engagement Process begins.

LTIS

- If, at the end of the week, the supervising teacher reviews the weekly assignment sheet and reports to the LTIS administrator any deficiencies in submission of work. If that deficiency is equivalent to 3 or more school days (60% of week), then the Tiered Re-engagement Process begins.

OR

- If a student is not present for the Daily Live Interaction (6th-8th) and parent/student is not communicating, Breakthrough counselor reports this to LTIS administrator and Tiered Re-engagement Process begins. Use Site Tracking Form & Individual Student Tracking Form.

Academics:

Course Offerings - Century Academy & SHINE High School

Standard	College Prep	College Prep Electives	Honors	Advanced Placement
Algebra Readiness Algebra 1A Algebra 1B Focus On Geometry Focus on Algebra 2 Biology Earth Science Floriculture Health English 9 English 10 English 11 English 12 College & Career Prep Economics OASIS Physical Education US Government US History World History ASG/Leadership Yearbook General Work Experience ROP Courses	Algebra 1 Algebra 2 Functions, Stats & Trig Geometry Math Analysis Anatomy/Physiology Biology Chemistry Earth Science Forensics Physics English 9 English 10 English 11 English 12 Economics US Government US History World Geography World History	Math/Personal Finance Financial Literacy Composition Creative Writing Spanish 1 Spanish 2 Spanish 3 Art History Comparative Religions Ethnic Studies Music Appreciation Philosophy Psychology Sociology Art Media Digital Media Foods	Algebra 2 Geometry Math Analysis Biology Chemistry English 9 English 10 US History World History	AP Calculus AP Statistics AP Biology AP Chemistry AP Physics 1 AP English Language and Composition AP English Literature and Composition AP Economics AP Psychology AP US Government AP US History AP Spanish Language & Culture AP Studio Art Portfolio <i>*Pre-Requisites must be completed prior to enrollment in any AP course</i>

Suggested Four Year Educational Plan – Century Academy & SHINE High School

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Health Ethnic Studies	World History	US History	Government & Politics Economics
Math	Math	Math	Math/Elective
Biology	Earth Science or Chemistry	Lab Science/Elective	Lab Science/Elective
Physical Education	Physical Education	Visual & Performing Arts	Elective
World Language or Elective	World Language or Elective	World Language or Elective	World Language or Elective

The University of California (UC) and California State University (CSU) systems have specific course requirements. Courses meeting these requirements are noted throughout the CVUSD High School Course Directory. Obtain a copy at the time of your intake appointment and consult your coordinator/counselor for further information.

Course Offerings - Century Academy & SHINE Middle School

Standard	College Prep	Honors
Physical Education 6 Physical Education 7 Physical Education 8	English 6 English 7 English 8 History 6 History 7 History 8 Math 6 Math 7 Math 8 Science 6 Science 7 Science 8 Elective 6 Elective 7 Elective 8 Spanish 1	English 6 English 7 English 8 History 6 History 7 History 8 Math 6 Accelerated Math 7 Accelerated Algebra 1 Geometry Science 6 Science 7 Science 8

Suggested Educational Plan – Century Academy & SHINE Middle School

Grade 6	Grade 7	Grade 8
English 6	English 7	English 8
History 6	History 7	History 8
Math 6	Math 7	Math 8
Science 6	Science 7	Science 8
Physical Education	Physical Education	Physical Education
Elective	Elective	Elective

Academic Policies - High School:

- A minimum of 80 hours of acceptable work with appropriate assessment and testing earns 5 credits per semester.
- Students must complete a **minimum of 30 credits each semester in order to stay on schedule.**
- Century Academy students must take all unit tests and final exams on campus in the computer lab or in the presence of authorized personnel.
- **LATE WORK POLICY:** Please note that a “week” is defined by your regularly scheduled Advisory Teacher appointment.
 - Students may turn in assignments one week after the scheduled due date **with prior written approval** from their teacher. Any work turned in after an approved extension will not earn credit.

Academic Honesty/Plagiarism:

Philosophy (Board Policy 5131.9)

The Conejo Valley Unified School District believes that academic honesty requires adherence to ethical principles. Administrators, faculty, students, and parents/guardians are engaged in a partnership to uphold the values of integrity, personal accountability, and respect for the rights of others.

A. Parents/guardians should emphasize that the most important measure of an education is what is learned and that the grades a student receives should reflect actual learning.

B. Students should realize that the final value of an education is what is learned, that there is real value in integrity, and that the grades received should be the result of honest effort. (Updated July 2022)

C. Teachers must be cognizant that academic dishonesty can be controlled, that guidelines can be implemented, and that grades mean little when dishonesty is accepted and learning is thereby devalued.

D. Parents/guardians, teachers, and students need to understand that allowing others to be dishonest without doing something about it is the same as endorsing it and that doing work for or giving answers to others is a form of dishonesty.

Definition

Academic Dishonesty is a deliberate attempt to disrupt the learning process by misrepresenting another’s work as one’s own. Dishonesty can occur within traditional paper/pencil activities and through the use of technology such as online assignments, labs, quizzes, projects, and tests. Dishonesty during tests includes unauthorized communicating, copying materials, or allowing another student to copy, using prohibited notes or devices, obtaining prior knowledge of test content, and/or removing or distributing all or part of any test. Copying another person’s assignment, plagiarism, or submitting a paper or project which is not one’s own work, and submitting falsified information for grading purposes are also examples of dishonesty.

Preventive Measures

Academic honesty requires a clear statement of the District policy by the teacher, student/parent/guardian awareness of the policy, student compliance with the regulations, and consistent enforcement of the policy by school staff. The best way to deal with dishonesty is to prevent it before it happens. To this end, within the first week of each class, teachers and students will discuss expectations and the importance of doing honest work.

Students, parents/guardians, and faculty need to understand that they must support each other in order to maintain an atmosphere of openness and honesty.

A. Students will be informed of evaluation procedures and practices, as well as consequences of dishonesty. Permissible cooperative learning activities will be explained.

B. Effective classroom procedures to discourage dishonesty will be consistently implemented by teachers.

C. Uniform administrative regulations to encourage honest work will be in place.

D. Students will be informed of responsible and acceptable use of technology through the District's AUP training.

Consequences

In order for consequences to be enforced for violations of academic honesty, the teacher must document their observation or supply evidence that dishonesty has occurred.

Grades K-5

Teachers in elementary school, especially in the primary grades, should take every opportunity to introduce and reinforce the philosophy of academic honesty and to define clearly what constitutes dishonesty.

A. Primary Grades (K-3):

1. When the teacher becomes aware of a child's dishonesty, the teacher will take corrective measures.

2. Parents/guardians must be notified on the second offense.

B. Upper Grades (4 and 5):

1. First Infraction

a. The teacher will conference with the student, who will not receive credit for the assignment.

2. Second Infraction

a. The teacher will conference with the student, who will not receive credit for the assignment.

b. The principal will be notified.

c. Parents/guardians will be notified by the teacher or principal.

3. Third Infraction

a. The teacher will conference with the student, who will not receive credit for the assignment.

b. The principal will be notified.

c. Parents/guardians will be notified by the teacher or principal.

d. The principal and/or teacher will refer the student to the Student Study Team (SST) for review and recommendations at the next SST meeting.

Grades 6-8

A. First Infraction

1. The student will receive a grade of Fail for the work in question.

2. The teacher will conference with the student and notify the parent/guardian.

3. A referral will be sent to the assistant principal and counselor.

B. Second Infraction in the Same or Any Other Class

1. The student will receive a grade of Fail for the work in question.

2. There will be a conference involving the parent/guardian, teacher, student, and an administrator.

3. The student's citizenship grade in that class will be lowered to Unsatisfactory for the grading period.

4. The student will be referred to the Student Study Team (SST) for review and recommendation, including examination of current level placement.

5. The student will lose Perfect Point status in the Citizenship Plan for the remainder of that school year.

Grades 9-12

A. First Infraction

1. The teacher will conference with the student and record a grade of Fail for that assignment.

2. Within five school days the teacher will notify the parent/guardian and send a referral to the appropriate administrator and counselor noting the infraction.

3. The student will be placed on contract, with the understanding that a second infraction in the same or any other class will result in the student's removal from the course in which the second infraction occurred. The contract will remain in effect for two years from the date of infraction.

B. Second Infraction in Same or Any Other Class

1. The teacher will send a referral to the appropriate administrator and counselor noting the infraction.

2. Within five school days the parent/guardian will be notified and the student will be removed from the course and placed in a Study Hall with a grade of Fail for the semester.

Other

A. At all levels, if a student is enrolled in a special education program, the appropriate coordinator must be informed before any changes can be made in the student's program.

B. If a student steals, or sells/buys an examination or a teacher's assessment materials, i.e., answer key or roll book, the student will receive a grade of Fail in that course.

C. If a student steals keys or is involved in illegal room entry, the appropriate administrator will be notified immediately. Disciplinary action relating to this offense will be initiated. If it is determined that test/grading materials are involved, the student will be removed from the course with a grade of Fail for the semester.

D. Teachers who discover a student copying another student's work from a different class will take the papers to the other teacher. If dishonesty has occurred, a joint referral will be submitted to the appropriate administrator for action. This will be considered an infraction for both students involved unless theft of the work being copied is verified.

E. Emancipated students will be subject to the same procedures prescribed for parent involvement in the implementation of this policy.

Appeal of Decision

If a parent/guardian does not agree with the teacher and/or administrator's decision after the student and parent have conferred with the teacher and administrator, the following appeal procedure will be implemented:

A. The appeal is to be made in writing to the principal. All relevant information is to be included.

B. The appeal will be submitted to the site academic honesty committee.

1. Elementary - a teacher, the principal, psychologist, and a parent/guardian. The decision of the committee will be final.

2. Secondary - a teacher, site administrator other than the principal, counselor, and parent/guardian. The committee's recommendation will be submitted to the principal, whose decision will be final.

3. The appealing parent/guardian may request elimination of the parent/guardian committee member on the grounds of confidentiality.

Time Limits for Academic Honesty Consequences

A. Consequences for grades K-8 will not be cumulative from year to year.

B. Appeals for the secondary level must be filed, in writing, to the principal, within ten (10) school days following action taken by the appropriate administrator.

Board Policy 5131.9, Academic Honesty

Computer Lab Testing Guidelines (Century Academy Only):

- Students must sign in and out of the computer lab each time they enter and leave.
- The computer lab is open from 9:00-3:00 Monday through Friday for Century Academy students to take exams.
- The lab computers are primarily for students to use to take their exams; however, depending on space, students may study/work in the lab.
- Students who require extra time beyond testing in the computer lab should limit themselves to 2 hours per day.
- Students must complete a test ticket, found in the advisory hubs, and have their advisor initial it in order to have a test unlocked in the computer lab.
- Students must complete the computer scored test (CST) and the teacher scored test (TST) in one sitting.
- Students who take the CST and leave for the day without completing the TST, will receive a score of zero on the TST.
- Students must sit in designated rows when taking a computer scored test (CST) and a teacher scored test (TST).
- No electronic devices are permitted during tests; use of any electronic device, other than the computer, during tests will result in a zero.
- Credit Recovery and Standard level classes have open book tests but NOT open Internet. CP, Honors, and AP classes have closed book tests.
- All classes except for honors and AP level courses allow for one page of handwritten notes to be used during testing. The handwritten notes are to be turned into the lab supervisor after completion of the test.
- Students on the Internet during a test, other than approved websites such as Apex, will earn a score of zero.
- Only one test per student will be unlocked at a time. The computer scored test (CST) and the teacher scored test (TST) will be opened separately.
- After completing a TST, the student must hand the test to the lab technician, along with their page of notes. **If a student leaves the computer lab with a test, a grade of zero will be assigned.**

Emails to Parents:

Parents will be sent emails regarding students' progress and grades either weekly or every two weeks. If your student's advisory teacher has a concern, they may communicate with you sooner than two weeks. Century Academy and SHINE do not use Q for your students' progress grades. For Century Academy, please use the weekly Apex "coach reports" and the teacher's emails to keep you updated. For SHINE, please refer to the teacher's emails to keep you updated. If you ever have a question regarding your students' progress, please email your student's advisory teacher. They are more than happy to be of assistance.

CIF Waiver:

- **What does this mean for your student?** Your student (if residing in the CVUSD district zones) is able to try out and participate in any CIF sanctioned sport for their school of residence only. Students must adhere to the school and coach's expectations when it comes to participating in the sport. Students/parents are responsible to communicate with the school your student is participating a sport in for try out information, etc. Students also need to keep up with their work at Century Academy as we must give progress grades every time the Athletic Directors check for Athletic Eligibility. Typically this happens every quarter/progress/final grading report. Please refer to the district calendar to make sure you are aware of these days for the campus your student is participating with.
- **Not residing in the CVUSD zones?** The CIF Waiver can only be used for students who have a residence that is zoned for one of the CIF participating high schools in our district (NPHS/TOHS/WHS). If you are not a resident in the CVUSD then your student is unable to participate in a sport under the CIF Waiver (per CIF regulations) while attending Century Academy.

STUDENT RESPONSIBLE USE (Technology):

- A. **I AM RESPONSIBLE FOR MY COMPUTER ACCOUNT AND EMAIL ACCOUNT.** I understand that passwords are private and that I should not share my password with anyone. Forgotten passwords can be obtained from the school office. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.
- B. **I AM RESPONSIBLE FOR MY LANGUAGE.** I will use appropriate language in my email messages, online postings, and other digital communications with others. I will not use profanity, vulgarities, or any other inappropriate language as determined by school administrators.
- C. **I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE.** I will use email and other means of communications (e.g. blogs, wikis, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hateful or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.
- D. **I AM RESPONSIBLE FOR MY USE OF THE CVUSD NETWORK.** I will use CVUSD computer resources responsibly. I will not search, retrieve, save, circulate, or display hate-based, offensive, or sexually explicit material. I will not search, retrieve, save, or circulate images or information about weapons using any CVUSD computer resources unless authorized by school administrator/teacher as part of a school assignment. I understand the use of the CVUSD network for illegal or commercial activities is prohibited.
- E. **I AM RESPONSIBLE FOR MY CONDUCT ON ALL ONLINE SITES.** I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers and administrators.
- F. **I AM RESPONSIBLE TO BE HONEST WHILE I AM ONLINE.** I understand that impersonating, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio, or video) in someone else's name. Also, I am responsible for academic honesty when working on online assignments. This means I must observe clear standards for responsible behavior which includes not plagiarizing others' works, not cheating in any fashion – not collaborating when not permitted, and following the teachers' concise guidelines for the assignment(s).

- G. I AM RESPONSIBLE FOR PROTECTING THE SECURITY OF THE CVUSD's NETWORK.** I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software including file sharing, shareware, or freeware on school computers.
- H. I AM RESPONSIBLE FOR PROTECTING SCHOOL PROPERTY.** I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including, but not limited to, memory storage devices (i.e. USB drives), laptops, tablets, and smartphones.
- I. I AM RESPONSIBLE FOR RESPECTING OTHER PEOPLE'S PROPERTY, INCLUDING ONLINE.** I will obey copyright laws. I will not plagiarize or use others' work without proper citation and permission. I will not illegally download materials protected by copyright including, but not limited to, music and movies. The CVUSD is not responsible for the safety and protection of the students' personal property they bring from home, including for participation in classroom activities.
- J. I AM RESPONSIBLE FOR FOLLOWING SCHOOL RULES WHENEVER I PUBLISH ANYTHING ONLINE.** I will follow all guidelines set forth by the CVUSD and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is both unsafe and not recommended to post any personal information about myself, including but not limited to my name, address, phone number, or school. I will not post photos of students with their first and last names on any online site, including but not limited to blogs, wikis, and discussions forums.

Behavior:

Remember this is a school campus, so please dress and behave in the appropriate manner. Disruption of the campus community at any time is unacceptable.

- Students are to be on campus only for meetings or pursuing academic interests.
- Students shall not go into the park and return to campus except on official school business.
- Students are to come to campus alone or with parents. Students should not have “friends waiting” for them on campus while the student conducts school business.
- No smoking on campus

Conejo Valley Unified School District Dress Code:

Conejo Valley Unified School District’s student dress code supports equitable educational access and it is written in a manner that does not reinforce stereotypes and that does not facilitate marginalization or discrimination oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. It also creates an environment for students to feel comfortable with themselves while learning in a safe and respectful academic environment. The dress code policy also applies to any virtual meetings or classes.

Attire and Grooming Policy (EC 35183 and Title 5, Section 302)

The dress and grooming of students shall not interfere with the instructional program or create a health or safety hazard.

The Board of Education supports the legislative finding that the wearing of “gang-related apparel” is hazardous to the health and safety of the school environment. School Site Councils are authorized to adopt reasonable dress code regulations that prohibit pupils from wearing “gang-related apparel.” Any regulations adopted shall define “gang-related apparel,” and shall be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment if such apparel were worn or displayed on a school campus. (EC 35183)

A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school, or shall be required to prepare themselves for the schoolroom before entering. (Title 5, Section 302)

To reference the CVUSD dress code regulations and protocols, students, parents/guardians, and district staff can view the District’s dress code policy and administrative regulations by accessing BP/AR 5132 – <https://go.boarddocs.com/ca/conejo/Board.nsf/Public#>.

Should a student or family need support in obtaining toiletries, clean clothing, or shoes, they will be directly connected to the Student Support Services Department at (805) 497-9511 ext. 3320 for assistance.

1. General Principle: certain body parts must be covered for all students.

Clothing worn must cover genitals, buttocks, and nipples with opaque material at all times, no matter the student’s movements

2. Students Must Wear:

- Top (shirt, tank top, etc.)*
- Bottoms (pants, sweatpants, leggings, shorts, jeans, skirt, etc.)*
- Shoes; activity specific shoe requirements are permitted for athletics, or classes that require closed toe shoes for safety purposes (ex. Lab course, Physical Education)
- The equivalent to a top and bottom (dress, jumper, etc.) may also be worn.

3. Students Cannot Wear:

- Violent language or images
- Images depicting drugs, alcohol, or any other illegal item or activity
- Hate speech, profanity, or pornography
- Images or language that creates a hostile or intimidating environment based on any protected class
- Hats, Helmets, Hoods, or Headwear (except as a religious, cultural, or ethnic observance, or medical purpose) when in an indoor classroom environment
- Education Code 35183.5, as added by SB 310 (Ch. 575, Statute of 2001), requires schools to allow students to wear hats and other types of sun- protective clothing while outside.
- Students' personal items brought to school are also subject to the requirements under this Section 3.
- Students cannot show visible underwear, not including straps and waistbands.
- No bathing suits
- Board shorts are allowed.

If students violate the dress code:

- If students do not have alternate clothing with them, they have the option to have parent/guardian called to bring alternative clothing.

Protective Gear:

- Teachers instructing classes where protective or supportive clothing is needed (eye or body protection), dance, uniforms, costumes, or PE (athletic attire/shoes) can require students to wear protective gear or supportive clothing, remove dangling jewelry, tie hair up, or implement other necessary safety requirements.

For full CVUSD Dress Code, please refer to Board Policy and Administrative Regulation 5132 at <https://www.conejousd.org/Board-of-Education/Policies-Regulations>.

Cell Phones (Electronic Signaling Devices): Electronic signaling devices will not be permitted to disrupt instruction, instructional programs, and/or school-related activities. Electronic signaling devices must be completely turned off during your Century Academy or SHINE Homeschool appointment, lab time and school events. Century Academy, SHINE, and the CVUSD assume no responsibility for the protection of, loss of, or damage to any electronic signaling device.

SBAC Testing: All students in the Conejo Valley Unified School District will be scheduled to take the Standardized Tests in Grades 2 – 11. More information will be given to parents and students as the test dates are finalized. **Spring SBAC Testing dates are TBD.** Look for these announcements on our website.

Physical Fitness Testing (PFT): All students in fifth, seventh, and ninth grades must come to campus to complete the FitnessGram, which is a physical fitness assessment test. Spring PFT testing dates are TBD. Look for announcements on our website.

Personal Information:

Please keep our files current with the student's, the parents'/guardians' work, home, and cell telephone number as well as the current mailing address for both the student and the parents/guardians. We request that you inform the office at 805- 496-0286 of any changes of address, telephone numbers and work status. **The Conejo Valley Unified School District requires parents/guardians to complete, update, and return annually an emergency authorization form.**

Work Permits:

California law requires anyone less than 18 years of age to have a work permit for employment. You must be a student in "**good standing**" to qualify for the permit. Forms are available in the Century Academy Office. If you are not meeting your school obligations, the permit will be revoked and your employer will be notified.

Closed Campus Policy:

Students/parents are reminded to adhere to the Conejo Valley Unified School District's closed campus policy. **Therefore, a student is not to be near another campus of the Conejo Valley Unified School District during the hours of 7:00 a.m. – 3:30 p.m, unless they are dual enrolled. Likewise, students from other schools are not allowed to accompany Century Academy students to appointments, classes, computer lab, on campus events, or wait for students in the neighboring park during school hours.** As a reminder, all alternative education program students must carry their school ID with them during school hours Monday through Friday even when not on campus.

SCHOOL SAFETY PLAN – RULES AND REGULATIONS AGREEMENT

Century Academy and SHINE are committed to providing you with a safe and secure school environment where you will receive support in achieving your educational goals. To ensure that this opportunity is available to everyone, the following agreement must be honored. Signing this agreement means you understand the rules and agree to abide by them and that you agree to encourage your child(ren) to abide by them.

1. I will not deface or damage school property or school materials. Furthermore, I understand that parents will be held financially responsible for any damage to property real or personal, as stated in the Education Code Section 48904.

A. I understand that graffiti and tagging of any kind will not be tolerated. I will not have in my possession while on the Century Academy/SHINE site any spray paint, markers, etching devices or other graffiti paraphernalia, for the purpose of tagging. (Art materials for normal uses in art classes are acceptable.) I understand that the court can enforce the following consequences: 20 days or 100 hours of community service in a Graffiti Abatement Program; \$250 fine plus penalty assessment and restitution; suspension or delay of one year of the issuance of youth driver's license, and 180 days in custody. (Penal Code 640.5)

- 2. I will not wear any clothing or attire that indicates gang affiliation. (E.C. 35183)**
- 3. I will not engage in any violent behavior such as physical or verbal abuse or any behaviors intended to intimidate other students. (E.C. 48900)**
- 4. I will not possess or use any illegal substances such as drugs or alcohol, or engage in the sale of such illegal substances. (E.C. 48900)**
 - A. I will not smoke or use any product containing tobacco while on campus or while attending school sponsored activities. (E.C. 48901)
- 5. I will not bring the following items to school: weapons, knives, or chains. (E.C. 48901.5) (Pagers and cell phones given to students by parents for the purpose of parent-child contact are acceptable but must be turned off during class or tutoring situations.)**
- 6. I will enter and exit from the designated entrance and wait for all rides at the designated entrance. I will not loiter on the school campus, in the parking lot, or in the immediate area. (Penal Code 601)**
- 7. I will not leave the campus without permission of either my teacher or my parent/legal guardian except when picked up by my parent/legal guardian or another designated adult after a class, workshop, or tutoring session. I understand that leaving campus without permission will result in the notification to my parent/legal guardian. (5 Cal.Reg.Sec. 303)**
 - A. I understand that my presence on any other school campus while enrolled at Century Academy or SHINE is not permitted unless prior arrangements have been made between the administrators of the school district and Century Academy or SHINE. I also understand that my friends, other than those enrolled at Century Academy or SHINE, are not allowed on the school's campus at any time. (Friends and family members accompanying a parent are acceptable in either case.)
- 8. I understand that I must attend school regularly and make acceptable progress in order to have a work permit signed.**

Century Academy/SHINE
Important Dates
2023-2024

August 23rd: Family Orientation & Workshops

August 23rd: First Day of School and PICTURE DAY

August 23rd-August 25th: Student Success Seminars (Century Academy Students Only)

August 28th-September 1st: First Week of Regularly Scheduled Classes (ALL STUDENTS)

August 29th: Panera Bread Fundraiser

September 4th: Holiday - Labor Day (No School)

September 18th: Shake Shack Fundraiser

September 25th: Holiday - Yom Kippur (No School)

September 27th: Welcome Back Student BBQ

October 4th: Sharkey's Fundraiser

October 9th-13th: Elementary Parent/Teacher Conferences

October 16th: Professional Learning Day (No School)

October 31st: Halloween Student Pizza Party & Trunk or Treat

November 1st: Professional Learning Day (No School)

November 3rd: Student Vs. Staff Pickleball Tournament

November 3rd: Last Day to Drop a Course

November 10th: Holiday - Veteran's Day (No School)

November 17th: End of Trimester 1 (Elementary School)

November 20th- 24th: Fall Break (No School)

December 1st: Urbane Cafe Fundraiser

December 11th-15th: Holiday Spirit Week (On-Campus Activities)

December 18th-22nd: Semester 1 Finals Week (Middle & High School)

December 22nd: End of Semester 1 (Middle/High School)

December 25th-January 5th: Winter Break (No School)

January 8th: Secondary Teacher Prep Day (No School - Secondary Students Only)

January 9th-12th: Student Success Seminars (Century Academy Students Only)

January 15th: Martin Luther King, Jr. Day (No School)

January 26th: Student Vs. Staff Bocce Ball Tournament

February 14th: Valentine's Day Student BBQ

February 16th-19th: President's Day Weekend (No School)

February 23rd: Sweetfin Fundraiser

March 8th: End of Trimester 2 (Elementary School)

March 18th: Professional Learning Day (No School)

March 20th: Spring Student Pizza Party & Student vs. Staff Cornhole Tournament

March 28th: Last Day to Drop a Course

March 29th: Holiday - Good Friday (No School)

April 1st-5th: Spring Break (No School)

April 28th: Newberry Candy Fundraiser

May 22nd: End of the Year Student BBQ

May 24th- 27th: Holiday - Memorial Day Weekend (No School)

June 7th: Senior Deadline for Finals

June 10th: Senior Picnic and Graduation Practice

June 10th-13th: Semester 2 Finals Week (6th-11th Grades)

June 11th: High School Graduation

June 13th: Kindergarten, 5th Grade, & 8th Grade Promotions

June 13th: Last Day of School (Elementary School)

June 14th: Last Day of School (Middle & High School)

STUDENT/PARENT AGREEMENT

Student's Agreement

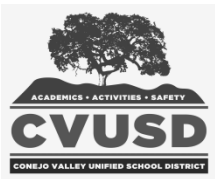
- I will meet with my Century Academy or SHINE teachers regularly according to the frequency, date, time, manner, and location specified in the course syllabus or as required by my teacher(s).
- I understand transportation to and from Century Academy or SHINE is my responsibility during scheduled meeting time with my instructors or during assigned on campus classes and/or labs.
- If an advisory session must be rescheduled, the communication must come from parents and be at least 24 hours prior to the scheduled appointment time. Less than 24 hour notice will result in a loss of participation credit.
- I understand that engaging with my teacher and classmates is a critical part of blended learning. I agree to have my camera on and myself visible during any remote advisory meetings and/or class sessions. I understand that I will be removed from online sessions if my teacher cannot visually identify me or can not reach me.
- All assignments are due by your advisory meeting, one week after being assigned. Advisors may give a one week extension upon request. All assignments remaining incomplete at the end of the two week period will be scored zero. With prior approval, and when circumstances justify, the supervising teacher may extend the maximum length of an assignment period.
- Credit will be given only after I complete all of my assigned work and it has been evaluated by the teacher and deemed satisfactory.
- I am responsible for the information and materials presented during missed class.
- I am responsible for checking my progress and current grade status online as described in the course syllabus.
- I understand that access to the computer lab, student lounge, and other parts of campus are dependent on my appropriate behavior as a member of the Century Academy/SHINE campus. Access to campus spaces may be restricted at the discretion of administration.

Parent's Agreement

- I grant permission for my child to participate in the Century Academy/SHINE blended education model.
- I understand that transportation to and from Century Academy or SHINE is my responsibility and that of my student.
- I understand that medical appointments and work commitments cannot be made during scheduled meeting time, on campus classes, or labs.
- I understand that my child's active participation with teachers and classmates is a critical part of blended learning. I understand that my child must have their camera on and be visible during all advisory meetings and/or class sessions. If a student cannot be identified or contacted they will be removed from the session.
- I understand that I have the right to review my student's progress in the program.
- All materials distributed to the students are the property of Conejo Valley Unified School District and must be returned to Century Academy or SHINE upon disenrollment or completion of the academic year. Parents agree to pay for any lost, damaged, or unreturned materials.
- I understand that I am responsible for checking my student's progress and current grade status online as described in the course syllabus.
- I understand that access to the computer lab, student lounge, and other parts of campus are dependent on the student's appropriate behavior as a member of the Century Academy/SHINE campus. Access to campus spaces may be restricted at the discretion of administration.

Century Academy Computer Lab and Test Guidelines

- During the 2023-2024 school year, the Century Academy computer lab is open Monday through Friday from 9:00 am to 3:00 pm.
- Please note that students who do not adhere to lab policies will be denied access at the discretion of administration.
- Students must sign in and out of the lab each time they enter and leave the lab.
- Students may work in the computer lab if space allows. However, students needing to take tests or finals receive priority seating.
- Students must complete computer scored tests (CST) and teacher scored tests (TST) in one sitting.
- Students must sit in the designated testing area when taking a computer scored test or a teacher scored test.
- No electronic devices are permitted during testing other than the lab computer. Use of any unauthorized electronic device during testing will be treated as plagiarism and/or academic dishonesty. The first offense will result in a score of zero. The second offense will result in a drop/fail from the course.
- Credit Recovery and Standard classes are open book NOT open Internet. During testing, students on the Internet, other than the appropriate testing website, will earn a zero and be subject to the academic dishonesty policy. CP, Honors, and AP courses are closed book.
- One test per student will be unlocked at any time. When taking the computer scored test (CST) and the teacher scored test (TST), each test will be opened separately. For example, when the CST is complete, the student can request the TST be opened.
- All classes except for honors and AP level courses allow for one page of handwritten notes to be used during testing. The handwritten notes are to be turned into the lab supervisor after completion of the test.
- After completing a TST, the student must hand the test to the lab technician, along with their page of notes. **If a student leaves the computer lab with a test, a grade of zero will be assigned** and the student will be subject to the academic dishonesty policy.



Using Technology in School

Student Acceptable Use Policy and BYOD

Student Responsible Use Agreement

After reviewing the presented guidelines and expectations available at www.conejousd.org or in print by request, students and parents acknowledge the following by signing this policy. As a Conejo Valley Unified School District student, I understand that:

1. MY USE OF THE SCHOOL NETWORK AND EMAIL IS A PRIVILEGE, NOT A RIGHT.
2. MY SCHOOL AND DISTRICT 'S NETWORK AND EMAIL ACCOUNTS ARE OWNED BY THE CVUSD AND ARE NOT PRIVATE. CVUSD HAS THE RIGHT TO ACCESS MY INFORMATION AT ANY TIME.
3. CVUSD ADMINISTRATORS, LOCAL TEACHERS, AND LAW ENFORCEMENT WILL DEEM WHAT CONDUCT IS INAPPROPRIATE USE IF SUCH CONDUCT IS NOT SPECIFIED IN THIS AGREEMENT.
4. I UNDERSTAND THAT I AM TO NOTIFY AN ADULT IMMEDIATELY IF I ENCOUNTER MATERIAL THAT VIOLATES APPROPRIATE USE.
5. I AM RESPONSIBLE FOR MY COMPUTER ACCOUNT AND EMAIL ACCOUNT.
6. I WILL NOT ALLOW OTHERS TO USE MY ACCOUNT NAME AND PASSWORD, OR TRY TO USE THAT OF OTHERS.
7. I WILL USE TECHNOLOGY IN A MANNER THAT COMPLIES WITH LAWS OF THE UNITED STATES AND THE STATE OF CALIFORNIA, INCLUDING COPYRIGHT LAWS.
8. I AM RESPONSIBLE FOR MY LANGUAGE AND CONDUCT.
9. I AM RESPONSIBLE FOR PROTECTING SCHOOL PROPERTY, INCLUDING THE SECURITY OF THE CVUSD'S NETWORK.
10. I AM RESPONSIBLE FOR FOLLOWING SCHOOL RULES AND THE GUIDELINES WITHIN THIS DOCUMENT WHENEVER I PUBLISH ANYTHING ONLINE.

Student:

I understand and will obey the rules of the CVUSD Acceptable Use Policy. I will use CVUSD technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would be disruptive or cause harm to other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary action as stated in the CVUSD Discipline Handbook and/or prosecution under state and federal law.

Student Signature (above Grade 2) _____ Date _____

Parent or Guardian:

As the parent or guardian, I have read the CVUSD Acceptable Use Policy and I have discussed it with my child. I understand that computer access is provided for educational purposes in keeping with the academic goals of CVUSD, and that student use for any other purpose is inappropriate. I recognize it is impossible for CVUSD to restrict access to all inappropriate materials, and I will not hold the school or District responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use technology resources at Conejo Valley Unified School District.

Parent or Guardian's Name (please print) _____

Parent or Guardian's Signature _____

Student/Parent Signature Page

I have read the following guidelines for the Century Academy/SHINE 2023-2024 school year (please check off each and sign below):

- Attendance Policies
- Re-engagement Protocols
- Academic Policies, including Academic Honesty/Plagiarism
- School Safety Plan
- Student/Parent Agreement
- Computer Lab and Test Guidelines
- Student Acceptable Use Policy and BYOD

I have read the above information and acknowledge that I will abide by all Century Academy policies and procedures.

_____	_____	_____
Student Signature	Student Name Printed	Date
_____	_____	_____
Parent Signature	Parent Name Printed	Date