



## Parent-Student Handbook 2023-24



### *The PCS Mission*

To provide a personalized learning environment with a culture of acceptance for a diverse community. We encourage the development of compassionate, resilient, life-long learners. We operate under the core values of respect, compassion, accountability, and responsiveness.

# PCS Learning Centers



CHESTER LEARNING CENTER

135 Main St, Suite E Chester, CA 96020  
530.258.3365 530.258.3366 FAX

[www.plumascharterschool.org](http://www.plumascharterschool.org)



INDIAN VALLEY ACADEMY

4352 Main Street Taylorsville, CA 95983  
530.284.7050 530.284.1920 FAX

[www.plumascharterschool.org](http://www.plumascharterschool.org)



QUINCY LEARNING CENTER / BUSINESS OFFICE

1425 E. Main Street Quincy, CA 95971  
530.283.3851 530.283.3841 FAX

[www.plumascharterschool.org](http://www.plumascharterschool.org)

*Learning centers are staffed daily but missed calls can happen for a variety of reasons. If you cannot reach a learning center, please contact us at our Quincy location Mon-Fri from 8:00am – 4:30pm*

## **Administrative Staff and their Working Locations**

Taletha Washburn, Executive Director	Quincy
Phil Rader, Quincy Site Director	Quincy
Lori Hahn, SPED Coordinator	Quincy
Brittini Wade, Quincy 7-12 Site Coordinator	Quincy
Ryan Schramel, IVA Director	IVA
Keri Reed, Chester Site Coordinator	Chester
Pam Lyman, IVA Secretary	IVA
Mandi Fullerton, Registrar	Quincy
Maggie Hennessy, Business Office Manager	Quincy
Sarah Novak, Administrative Assistant	Quincy

## **Teaching Staff and their Working Locations**

### **Quincy Learning Centers**

TK/Kindergarten - Inge Stock, 1<sup>st</sup>/2<sup>nd</sup> Tina Thorman, 2<sup>nd</sup>-3<sup>rd</sup> Sierra Gallagher, 4th Katelyn Johns, 5th-6th Cindy Thackeray, 7th-12th Brittini Wade, Casey Peters, Marlyn Marincas and Emily Read, Jess DeVan  
Melissa Washburn– HS Academic Counseling

### **Indian Valley Academy**

Ryan Schramel, Veronica Tilton, Shalyn Goss and Tirrell Baum, Jess Devan

### **IVA Elementary**

Lauren McIntyre, Beth McDonald

### **Chester Learning Center**

Keri Reed and Emily Foy

# PCS Board of Directors

The PCS Board of Directors is responsible for ensuring that the school fulfills its mission and the terms of its charter. Meetings are public and held monthly. A minimum of five positions on the board are reserved for parents. We encourage interested parents and community members to attend meetings and to apply to serve on the board. Please contact the [Executive Director](#) if you would like more information about Board membership. Regular meetings are held the third Monday of the month at 3:15 primarily at the Quincy Learning Center.

## **Plumas Charter School Advisory Board Members**

<a href="#">Stephen Hill</a>	Community Member, Quincy, President
<a href="#">Sean Harris</a>	Parent Member, Quincy, Treasurer
<a href="#">Judy Gimple</a>	Community Member, Indian Valley, Secretary
<a href="#">Chris Retallack</a>	PUSD Representative
<a href="#">Amy Moffett</a>	Community Member, Chester
<a href="#">Nils Lunder</a>	Parent Member, Indian Valley

## Welcome!

The staff and Board of Plumas Charter School extends you a warm welcome. We hope that you will consider Plumas Charter School to be *your school*. Parents play a key role in their children's education, and we will assist you in whatever ways we can to help you to provide effective support for your students. We are here to serve you, so please contact us with any questions you may have.

We hope that you will find this handbook accessible and useful. To simplify, we will often refer to Plumas Charter School as PCS. You can view the text of the entire charter petition on our website at: [www.plumascharterschool.org](http://www.plumascharterschool.org).

## Making Choice A Reality

Recognizing that each child, as well as each family, is unique, PCS strives to create learning programs tailored to the specific situation, needs, interests, and learning style of each student. We provide choice in education through *personalized learning*. In July of 2004, the California State Senate passed a resolution stating:

"The Senate of the State of California commends personalized learning and calls upon Californians to recognize personalized learning as a distinct learning model in California public education and to further recognize the benefits and contributions of personalized learning as a promising choice in the California public education system for the growing number of pupils who need an alternative choice to learn successfully."

Charters are one option within the public school system. We encourage interested parents to contact us for more information. Additional information on charter schools can be found at [Charter School Development Center](#).

## About Plumas Charter School

At PCS, we believe that learning occurs best when:

- ❖ Methods of study are personalized to each student's needs and learning style.
- ❖ Individual attention and small-group teaching are emphasized.
- ❖ Learning incorporates some physical and social activity.
- ❖ There is enrichment through field trips, apprenticeships, work experience, hands-on activities, and appropriate use of technology; and
- ❖ Schooling is viewed as only one aspect of a good education.

We consider parents to be experts on their children. At PCS, parents work with PCS staff to develop and implement educational programs designed to suit each individual student. Students enrolled with Plumas Charter are educated through personalized learning programs that can include classes and workshops, tutoring, enrichment activities, projects, and computer-based curriculum.

## Our History

Plumas Charter School began operation on July 1, 1998 as California Charter School #146. There are now more than 1,130 charter schools operating in California. PCS was founded to serve students who, for a variety of reasons, choose not to attend conventional schools. Like all California public schools, PCS is non-sectarian and is prohibited from discriminating based on gender, ethnicity, religion, national origin, ability, or disability.

### Admissions Policy

Like all California public schools, for the 2023-24 school year, we can admit 4-year-olds who will turn 5 on or before September 1st into Kindergarten. We can enroll students whose birthdays fall after the September 1st deadline *on or after their 5<sup>th</sup> birthday*. We can also enroll students whose fifth birthday falls between September 2 and February 2 into a Transitional Kindergarten program. We can accept students over the age of 18 if they have been continuously enrolled in school since their 18<sup>th</sup> birthday.

At present, several of PCS's programs are at capacity. In the event that the number of students applying to attend PCS exceeds the school's capacity, admission, except for currently enrolled students of the school, will be determined by a public random drawing held in stages, according to preference group, in the following order: (1) siblings of current students; (2) children of PCS staff members, to be limited to 10% of total enrollment; (3) students who reside within the boundaries of Plumas Unified School District; (4) all others.

**Plumas Charter School is accredited K-12 by WASC, the Western Association of Schools and Colleges. PCS transcripts will bear the WASC accreditation seal.**





# Program Options

The first priority of Plumas Charter School is to provide our students with the best educational experience we can. The PCS staff continuously collaborates to create an improved school structure that will allow us to raise the quality of attention, instruction, and guidance we are able to provide our students given the resources we have. What doesn't change is our focus on seeing each student as an individual and personalizing a program that supports his or her particular strengths, needs, interests, and ambitions.

The following is an outline of our holistic program. Our students meet their teachers at four different learning centers, and because each location is different, schedules will be different at each. (As always, any PCS student will be eligible to take part in any grade-level-appropriate activity offered at any learning center if willing to provide their own transportation.). [Independent Study policy](#)

## **Option 1: Learning Center**

As evident through the evolution of our programs which was driven by responsiveness to our families, the vast majority of the students we serve are in need of more formal instruction and a greater degree of organizational support. Because of this, we have established our default program to be one where students come regularly to their learning center to participate in core and enrichment classes. Under this model, students are encouraged to come to their learning center two to four days a week to participate in core and elective classes, enrichment activities, and supervised tutorials. Students who are working below grade level or who are credit deficient are required under this model to attend additional supervised study sections, where they can receive academic tutoring and help with organization and assignment completion.

## **Option 2: Hybrid**

Students who need flexibility in their schedules for work, community college classes, or family, have the option of a hybrid program where they participate in some center-based classes, and some independent study classes. A hybrid program can look very different depending on the student's needs. At the high school level, a high percentage of our students are under this model. For example, a student may choose to attend two classes at their center and complete the rest of the requirements on an independent study basis.

## **Option 3: Homeschool/Traditional Independent Study Plan**

Families who are experienced in overseeing successful independent study for their children, and students who have been successful with minimal guidance from their ES, will have the option of participating in Independent Study (IS). An IS option will also be made available to students with extenuating circumstances such as pregnancy or emotional needs, but admission as such will be at the Director's discretion. The application to IS consists of an essay detailing the reasons for applying for IS and a description of the organizational plan. Students must be working at or above grade level to apply for IS or have a viable extenuating circumstance. The following factors are used to determine whether a student is likely to be successful in Independent Study:

- a history of successful work completion
- a history of attendance at all scheduled meetings
- a history of prompt, clear communication with ES
- a GPA of 3.0 or above
- SBAC scores in the meet or exceeded standard range
- iReady scores at grade level or above
- parental/family oversight and support available

## Enrolling in PCS

To enroll a student in Plumas Charter School, contact the PCS center you are interested in attending, or the main office. Staff members are available to answer any questions you have around enrolling your student. Enrollment forms are available on the school's website, and at each center. If there is capacity within the program, any interested student can be enrolled. If there is not capacity in the desired program, students will be either subject to an enrollment lottery or placed on a waiting list. Once enrolled, we will request that you ask the student's current school for photocopies of any documents that might aid in placement decisions. High school students should obtain a copy of their most recent transcript. [Student Admission policy](#)

If your child is enrolling in a public school for the first time, please include:

- **Proof of immunization** (Parents may obtain exemption from immunization requirements by acquiring a Medical Exemption)
- **Copy of official birth certificate**
- **Entering kindergarteners** must now have proof, signed by a doctor, of either having had chicken pox or having been immunized against it (*varicella* vaccine) and must show proof of having had the hepatitis B vaccination on file with the school (or have a Medical Exemption). There is also a comprehensive Kindergarten packet that needs to be completed which includes a physical and dental exam.
- **Entering seventh graders** must show proof of having received the hepatitis B vaccination series (or have a Medical Exemption).
- **Students in grades 7-12** must show proof of having received the Tdap booster (or have a Medical Exemption).
- **Proof of Residence on file:** (Required by the State of CA) **Examples:** driver's license, phone bill, etc.

## Textbooks & Materials

As a California public school, PCS provides, free of charge, curriculum, textbooks and resources required for instruction. All materials and supplies purchased by Plumas Charter School are property of Plumas Charter School and must be returned at the end of the school year, when the student has finished using them, or upon withdrawal. Students enrolled in community college classes must return their textbooks to the Quincy Office Manager immediately after their final exams, so that the books can be returned for credit to the school's account.

## Parent and Student Responsibilities

If a student enrolls in a hybrid or independent study program, at least one parent must attend each scheduled meeting with their elementary and middle school students. The intent of the scheduled meetings is to discuss the students' progress through their coursework, and any adjustments that need to be made to their program. Parents of high school students are encouraged to attend these meetings as frequently as possible. If a teacher feels that parental participation in such meetings is necessary for a student to achieve success, the teacher has the option of requiring parent participation. Students who turn 18 acquire the legal right to oversee their own education; but even in such cases, we encourage parents to remain closely involved. The Master Agreement for Independent Study (MA) that is signed upon enrollment, outlines the comprehensive responsibilities of the parent, student and teacher.



## Student Conduct

PCS offers a variety of school activities: field trips, social events, workshops, performances, assemblies, and small-group instruction. **We hold our students to a high standard of behavior at all school functions.** Our expectations, expressed simply, are for *respect* on the part of our students: respect for themselves, respect for all others, respect for their physical surroundings and the property of others, and respect for the right of other students to learn in a positive environment. Along with these general behavioral expectations, each learning center will have specific behavior policies that will be explained to each student, and all students will be expected to follow them. The behavior policies are available upon request. [Student Dress Code policy](#)

In addition, students may be dismissed from PCS for failing to meet the terms of their Master Agreement, particularly regarding completing assignments in a timely manner and keeping all scheduled appointments. Please refer to our [Student Suspension and Expulsion](#) policy for further information. This policy is available upon request and is also posted on our website.

## Transportation

Plumas Charter School does not readily provide transportation to or from any school activity. We receive no transportation funding, and we maintain minimal school vehicles. In addition, we are unable to reimburse parents for transportation costs.

## Testing

All California public schools, including charter schools, are required to administer standardized tests. **The State of California ties our funding and the renewal of our charter to our students' participation in annual SBAC (Smarter Balanced Assessment Consortium) tests. For this reason, all Plumas Charter School parents agree, by signing their Master Agreements, that their students will take the tests in the spring.** Exceptions are students in kindergarten, first, second, and variable high school grades depending on the testing year. In addition to these spring standardized tests, PCS students will also participate in our internal testing program, iReady, at the beginning of the school year, or upon enrollment, and again near the end of the school year. PCS's 5, 7 and 9<sup>th</sup> grade students will also participate in Physical Fitness testing.

We make every attempt to ensure that testing days are relaxed and positive times when students can enjoy a change of routine. Most importantly, PCS works to make sure that students are given ample opportunity to *acquire* the skills and become *familiar with* the concepts they find particularly difficult.



# Plumas Charter School Expected Student Outcomes

## **Socioemotional Health and Development**

- Student feels a secure sense of self and is able to respect and empathize with others
- Student can express their needs and advocate for themselves
- Student demonstrates a sense of responsibility and integrity
- Student has a respect for self, others and property
- Student views themselves as successful and capable of achieving their goals (self efficacy)
- Student has a tolerance and understanding of multicultural diversity
- Student identifies the benefits of maintaining health through good nutrition, exercise, and wise life choices.

## **Effective language and communication skills**

- Student can read and comprehend expository text and literature
- Student can distinguish fact from opinion and logically analyze an argument
- Student can clearly and effectively communicate ideas in writing
- Student can listen actively, speak confidently and communicate ideas effectively to different audiences
- Student can comprehend and follow written and oral instructions
- Student will build an appreciation for reading and increase vocabulary skills

## **Understanding of history and the political process**

- Student will understand how the past has shaped the present
- Student demonstrates an understanding of the political process in the USA and the importance of their participation as informed citizens in local, state and national events
- Student is familiar with worldwide historical events that have shaped modern governments
- Student understands the various forms of government and economy
- Student demonstrates knowledge of earth's physical, cultural, and political geography
- Student demonstrates basic understanding of cultural diversity, its causes, and how it affects global and interpersonal relationships

## **Ability to think mathematically and apply mathematical skills effectively in the real world**

- Student demonstrates ability to apply arithmetic, fundamental algebraic, geometric, statistical and probability skills to work, life, and business transactions
- Student possesses and can apply problem solving and analytical skills

## **Ability to understand and use technology effectively**

- Student can effectively use technology to research, create and present ideas and information
- Student demonstrates the ability to use computer technology effectively

## **Ability to think scientifically**

- Student learns and understands the steps of the Scientific Method and how the process advances science
- Student demonstrates a basic understanding of life and physical sciences
- Student learns various measurement and observation techniques and translates the data into visual graphic representations



- Student recognizes the impact of the sciences, technologies, and societies on one another and on the environment
- Student understands the importance and limitations of the earth's resources and acts accordingly

As a Personalized Learning program, offering a variety of educational options, each student enrolled is assigned to work with a California credentialed teacher who will collaborate with each student and family to arrive at an educational plan and program option that best suits the student's academic needs, strengths and weaknesses, interests, ambitions, personal situation, and goals.

## Your Teacher

### Your teacher will:

- ❖ Work with you to create a *Personalized Learning Plan* for each semester; this will include the selection of the most appropriate level of support;
- ❖ For high school students, help you establish a plan for fulfilling the necessary graduation requirements and update the plan regularly;
- ❖ Help select the most appropriate classes, tutorials and activities;
- ❖ Help student create and follow a personal class and study schedule;
- ❖ Evaluate and select curriculum using Common Core, and other appropriate guidelines;
- ❖ Meet regularly with student and parent to discuss progress;
- ❖ Maintain a portfolio of student's work;
- ❖ Help student to take advantage of field trip, workshop, tutoring, training and social opportunities, and technological resources
- ❖ Ensure that all necessary records and documents are completed and filed;
- ❖ Be aware of any tests that are required of the student, inform student and parent of when and where the tests will be administered; help student to be prepared so that he or she will feel comfortable and confident;
- ❖ Track results from all assessments of student academic progress and explain them to student and parents;
- ❖ Evaluate student academic progress; issue progress reports, grades, and report cards

## Computers and Other Technology

PCS offers interested students access to web-based academic programs. Offerings include core academic classes, A-G classes, honors classes, CTE classes, foreign languages, and electives.

Computer labs are available at each PCS site. [Student Internet Use](#) policy and acknowledgement.



## Annual Reading and Writing Requirements

Because reading and writing skills are of critical importance, and because neither skill can be learned over a short period of time, PCS believes that students need consistent instruction and support over the entire course of their school years. To help achieve this, students will regularly engage in the reading, discussion and analysis of both fiction and nonfiction materials, as well as regular writing assignments which will include quick writings, journals, narratives, and research papers.

## Special Education

Plumas Charter School is a member of the El Dorado Charter SELPA, or Special Education Local Plan Area. A new student who comes to PCS with an active IEP in place at his or her former school, and who wishes to enroll in a hybrid or independent study program, will be enrolled in a *30-Day Administrative Placement*. This will ensure that the student's IEP will be re-examined by the SELPA within 30 days to determine whether PCS is an appropriate placement and to ensure continuity of appropriate services, which will be provided by PCS and the SELPA.

Parents of continuing PCS students who feel that their child may require and qualify for special education services have the right to request evaluation by the SELPA. Parents have the right to participate in IEP meetings and decision-making regarding their child's eligibility, assessment, and services. If you think that your child needs special education services, please contact your teacher, or Student Services Coordinator Lori Hahn.

## Attendance and Academic Credit

### ***Attendance and Truancy***

Because we are an independent study-based charter school, we claim attendance not on center-based class participation, but on the amount of schoolwork completed and submitted. Because of this, if a student is missing more than three assignments in one or more subjects, they are likely to lose attendance. If a student misses three or more attendance days in any given learning period, due to missed assignments, they will be subject to academic probation which could lead to attendance related dismissal from PCS if work completion does not improve. Please see our [Attendance & Absence](#) policy for more information.

### ***Academic Credit and Letter Grades***

Academic credit and letter grades will be based on both the quality and quantity of the work submitted.

Plumas Charter School cannot give attendance and/or academic credit for work in religious curricular materials.



# PCS Graduation Requirements

Earning a Plumas Charter School diploma requires the accumulation of 220 units. All PCS graduates must fulfill the California Mandated Requirements for High School Graduation.

[PCS Graduation and Certificate of Completion policy](#), [Graduation Ceremony Participation policy](#)

COURSE AREA	Credits
English	40
Math (including Algebra I)	30
Physical Science ( <i>may include</i> Earth Science, Chemistry, Physics, Geology)	10
Life Science ( <i>may include</i> Biology, Life Science, Genetics, Zoology)	10
World History	10
U.S. History	10
Social Studies 9 ( <i>may include</i> Geography, California History, Psychology, Life Skills, Civics)	10
American Government	5
Economics	5
Physical Education	20
Fine Arts, Foreign Language, or Career Technical Education	10
Vocational Arts	10
Computer Skills and Technological Literacy	10
Personal Finance	5
Health	5
Electives	30
<b>Total</b>	<b>220</b>

The above courses represent *minimum* graduation requirements. PCS students who opt for this plan are encouraged to fulfill them in ways that most fully develop their strengths and skills. PCS informs all high school students of the vocational and academic options open to them, and we offer them opportunities for learning about their own academic and vocational interests and aptitudes.



Below is an outline of *recommended courses* for a College Preparatory Diploma (commensurate with A-G requirements).

<b>COURSE AREA</b>	<b>CREDITS</b>
English	40
Mathematics: 3 Years - including beginning algebra, intermediate algebra, and geometry; fourth year recommended	40
Social Science: 3 Years - including one year of world history, culture and geography; one year of U.S. History; and one semester each of economics and U.S. government; <i>fourth year recommended</i>	40
Science: Courses must have 20% laboratory component and include one-year biological science and one-year physical science	30
Foreign Language: Two years of the same language required, <i>three years recommended</i>	30
Visual and Performing Arts	10+
Physical Education	20
Electives	35
<b>TOTAL</b>	<b>245</b>

### *Vandalism and Parent/Guardian Responsibility*

It is the policy of PCS to hold parents or guardians responsible for damages caused by a minor whose willful misconduct results in injury or death to any student or any person employed by the School, or for performing volunteer services for, the school or a minor who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to the School, or other party being used during a school-related event, or personal property of any school employee. The liability of the parent/guardian shall not exceed the amount allowed by law. The parent/guardian shall also be liable to the school for all property belonging to the school being loaned to the minor student and not returned upon demand by the school.

Injury to property includes, but is not limited to, vandalism, intentional acts and willful misconduct resulting in injury to property. Normal wear and tear on property is not included in this definition.

If the School's real or personal property has been willfully cut, defaced, or otherwise injured, or if the School property is loaned to a pupil and willfully not returned upon demand by the School, the School may, after affording the student the student's due process rights, withhold the grades, diploma, and transcripts of the student responsible for the damage until the student or student's parent/guardian has paid for the damages thereto.

When the student and parent/guardian are unable to pay for the damages, or to return the property, the School shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the student shall be released.



## Transferability

High school students who think that they might choose to return to their local high school at some point should inform their teacher of this fact, so that the teacher can help them to align their course of study with that of the other school to facilitate a transfer.

Likewise, if students are considering application to a UC or CSU, they should inform their teacher immediately so that the teacher can help to ensure that the entrance requirements are met.



## Transcripts & School Cumulative Files

Please submit a request for transcripts at least two weeks prior to the date they are required. Students over the age of 18, parents, or legal guardians may request transcripts by sending a note to the PCS Registrar with the following information:

- 1) Student name.
- 2) Mailing address to send the transcript to.
- 3) Signature and phone number of student, parent, or legal guardian making the request.

Mail the request to:  
Registrar  
Plumas Charter School  
1425 East Main Street, Quincy, CA 95971;

or fax the request to: (530) 283-3841;  
or email the request to: [mfullerton@plumascharterschool.org](mailto:mfullerton@plumascharterschool.org)

PCS will forward student records only after receiving an official request from the student's new school.

**If you have questions about PCS, our program, or our procedures, please reach out to us at (530) 283-3851 or (888) 509-4146, we will be glad to hear from you. [www.plumascharterschool.org](http://www.plumascharterschool.org)**





**Plumas Charter School**  
2023 - 2024 Calendar - *Approved 01.23.23*

	M	T	W	T	F	
Staff Building Week	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	Staff Collaboration-Whole School
<b>Month 1</b> <i>19 Instructional Days</i> <b>AUGUST/SEPTEMBER</b>	28 4 11 18	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	8/28 School Begins 9/4 LABOR DAY
<b>Month 2</b> <i>20 Instructional Days</i> <b>SEPTEMBER/OCTOBER</b>	25 2 9 16	26 3 10 17	27 4 11 18	28 5 12 19	29 6 13 20	
<b>Month 3</b> <i>19 Instructional Days</i> <b>OCTOBER/NOVEMBER</b>	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	11/10 VETERANS DAY OBSERVED
<b>Month 4</b> <i>17 Instructional Days</i> <b>NOVEMBER/DECEMBER</b>	20 27 4 11	21 28 5 12	22 29 6 13	23 30 7 14	24 1 8 15	11/20-11/21 Independent Study 11/21 Staff Collaboration 11/22-24 THANKSGIVING BREAK
<b>Month 5</b> <i>13 Instructional Days</i> <b>DECEMBER/JANUARY</b>	18 25 1 8 15	19 26 2 9 16	20 27 3 10 17	21 28 4 11 18	22 29 5 12 19	12/21 Independent Study-Staff Collaboration 12/22 - 01/05 WINTER BREAK 1/15 MARTIN LUTHER KING DAY 1/19 Last day of the semester
<b>Month 6</b> <i>19 Instructional Days</i> <b>JANUARY/FEBRUARY</b>	22 29 5 12	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	2/16 LINCOLN'S BIRTHDAY OBSERVED
<b>Month 7</b> <i>19 Instructional Days</i> <b>FEBRUARY/MARCH</b>	19 26 4 11	20 27 5 12	21 28 6 13	22 29 7 14	23 1 8 15	2/19 PRESIDENT'S DAY
<b>Month 8</b> <i>15 Instructional Days</i> <b>MARCH/APRIL</b>	18 25 1 8	19 26 2 9	20 27 3 10	21 28 4 11	22 29 5 12	4/1 - 4/5 SPRING BREAK
<b>Month 9</b> <i>20 Instructional Days</i> <b>APRIL/MAY</b>	15 22 29 6	16 23 30 7	17 24 1 8	18 25 2 9	19 26 3 10	
<b>Month 10</b> <i>19 Instructional Days</i> <b>MAY/JUNE</b>	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	5/27 MEMORIAL DAY 6/7 LAST DAY OF SCHOOL
Staff Building Week	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	Staff Collaboration-Whole School

1st Semester	88	#	Legal Holiday
2nd Semester	92	#	Local Holiday/School Break - All centers closed
<b>TOTAL DAYS</b>	<b>180</b>	#	Independent Study - no onsite classes