



# Alliance Dr. Olga Mohan High School

## 2017-2018 Parent-Student Handbook



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## 2017-2018 SCHOOL CALENDAR

Month	Week	S	M	T	W	Th	F	S	Notes
July	1							1	
	2		3	4	5	6	7	8	
	9	10	11	12	13	14	15		
	16	17	18	19	20	21	22		
	23	24	25	26	27	28	29		
30	31								
<b>July 2017</b>									
4 - Independence Day									
24-28 - New Teacher Orientation									
August	1								
	2								
	3								
	4								
	5								
<b>August 2017</b>									
1 - Summer Conference									
2 - Site Based PD									
3-4 - Teacher Planning Days									
7 - First Day of Instruction									
September	1								
	2								
	3								
	4								
	5								
<b>September 2017</b>									
4 - Labor Day									
October	1								
	2								
	3								
	4								
	5								
<b>October 2017</b>									
19 - Data Day									
20 - Teacher Planning Day									
November	1								
	2								
	3								
	4								
	5								
<b>November 2017</b>									
10 - Veteran's Day									
20-24 - Thanksgiving Break									
December	1								
	2								
	3								
	4								
	5								
<b>December 2017</b>									
15 - Last Day of First Semester									
18-29 - Winter Break									
January	1								
	2								
	3								
	4								
	5								
<b>January 2018</b>									
1-5 - Winter Break (continued)									
8 - Data Day									
9 - Teacher Planning Day									
10 - First Day of Second Semester									
15 - MLK Day									
February	1								
	2								
	3								
	4								
	5								
<b>February 2018</b>									
19 - Presidents' Day									
20 - Teacher Planning Day									
March	1								
	2								
	3								
	4								
	5								
<b>March 2018</b>									
22 - Data Day									
23 - Teacher Planning Day									
26-30 - Spring Break									
April	1								
	2								
	3								
	4								
	5								
<b>April 2018</b>									
2 - Cesar Chavez Day Observed									
May	1								
	2								
	3								
	4								
	5								
<b>May 2018</b>									
28 - Memorial Day									
June	1								
	2								
	3								
	4								
	5								
<b>June 2018</b>									
13 - Last Day of Instruction									
18 - Summer School/Bridge Window Starts									

**Legend**

Total Instruction Days	185
Summer School/Bridge Days	19
Holidays/Vacation Days	31
New Teacher Orientation	5
Teacher On-site Planning Day	6
Data Days	3
Alliance-wide Summer Conferen	1
Site-Based Summer PD	1



## **POLICIES AND PROCEDURES**

### **Non-Discrimination**

Alliance College-Ready Public Schools (“Alliance”) and Alliance schools do not discriminate against any student on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation) and Education Code section 221.5, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any policy, procedure or program. Alliance schools also comply with the requirements of Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Individuals with Disabilities Education Act of 1990, and other applicable federal and state laws.

REV: 09/15

### **Admissions**

Alliance schools shall admit students pursuant to the *Admissions Requirements* as outlined in their charters. Each student interested in enrolling at an Alliance school must be a resident of California and submit an application form to the school. If the number of interested students exceeds the number of seats available by the application deadline, admittance shall be determined by a public random drawing.

#### **Application Form**

Each student interested in enrolling at an Alliance school must submit an application form to the school before the application deadline. Applications received after the deadline shall be placed on the waiting list in the order they are received.

#### **Lottery Preferences**

Existing students will be exempt from the public random drawing.

- Preferences will be extended to siblings currently attending the same Alliance school. These siblings will be automatically accepted and will not be part of the lottery. (Siblings must share at least one biological parent or legal guardian.)
- Preferences will be extended to students living within the boundaries of LAUSD.

#### **Lottery Procedures**

Typically, the lottery will be held at the school or a large community center, auditorium, or public venue. If needed, the lottery will take place on a weekday evening or weekend morning to help ensure all interested parties can attend. Lottery procedures will be followed and related materials will be made available upon request. Interested parties are welcome to observe the random public drawing should one be necessary.

All students who complete an application will receive a lottery form (a copy of the application form) which will be numbered in order of its submission. If the number of applicants on the preference list exceeds the available seats on the application due date, the forms will be placed



in a barrel and the number of seats available will be randomly drawn. Remaining applicants on the preference list will be placed on the waiting list in the order their names are drawn.

The applications not on the preference list will then be placed in the barrel and randomly drawn in the lottery to determine acceptance if available seats remain, or their order of placement on the waiting list. All applications and a record of the order in which they are drawn will be kept on file at the school. The school may choose to conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants.

After the acceptance list is set, a waiting list shall be created and maintained. Should vacancies occur, admission will be offered to applicants on the waiting list in the order their names appear.

### **Communication**

The acceptance and waiting lists will be made available following the lottery (if needed) and upon request. Parents/guardians of applicants on the enrollment list and waiting list will be contacted by designated school office staff via phone and/or in writing. Multiple communications on different days will be attempted. Communication attempts will be logged by school staff. Parents/guardians of applicants will have 10 operating days from initial contact to respond to the designated contact person. If parents do not respond within the timeline, the applicant will be removed from the waiting list and the next applicant's parents/guardians on the waiting list will be contacted.

REV: 04/16

### **Enrollment**

As part of the enrollment process at Alliance schools, each parent/guardian shall submit the following documentation:

- Completed Enrollment Packet
- Student Emergency Card
- Immunization Records
- School Meal Application
- Student Transcripts
- IEP or Section 504 Plan (if applicable)

REV: 05/17

### **Enrollment of Students in Special Subgroups**

#### **Homeless Students**

Alliance schools shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each homeless child or youth has equal access to the same free, appropriate public education as provided to other children and youths. Alliance schools shall comply with all applicable provisions of Education Code sections 48850-48859.

#### **Over-Age Students**

In order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make



satisfactory progress toward award of a high school diploma. (Education Code Section 47612(b))

As defined by the California Code of Regulations (5 CCR 11965), “satisfactory progress,” means uninterrupted progress (1) towards completion, with passing grades, of the substance of the course of study that is required for graduation from a non-charter comprehensive high school of the school district that authorized the charter school's charter, that the pupil has not yet completed, (2) at a rate that is at least adequate to allow the pupil to successfully complete, through full-time attendance, all of that uncompleted coursework within the aggregate amount of time assigned by the chartering agency for the study of that particular quantity of coursework within its standard academic schedule.

For individuals with exceptional needs, as defined in Education Code section 56026, “satisfactory progress,” as that term is used in Education Code section 47612, means uninterrupted maintenance of progress towards meeting the goals and benchmarks or short-term objectives specified in his or her individualized education program made pursuant to 20 U.S.C. Section 1414(d) until high school graduation requirements have been met, or until the pupil reaches an age at which special education services are no longer required by law.

Any student admitted to an Alliance school who is 16 years of age or older may be held to the guidelines of this regulation if he/she will turn 19 years of age during his/her high school career. At the discretion of the principal or administrative designee, such students must agree to the following guidelines if he/she wishes to attend an Alliance school:

1. The student shall have uninterrupted, continuous full-time attendance until graduation.
2. The student shall maintain passing grades in all classes until graduation.
3. The student shall make continuous, uninterrupted progress toward the Alliance school's graduation requirements.
4. A student who is 18 or over whom is eligible for suspension or expulsion may be subject to automatic dismissal without the potential to reapply for readmission.

REV: 09/15

## **Student Withdrawals and Returns**

### **Student Withdrawal**

If a parent wishes to withdraw a student from an Alliance school, it is the parent's responsibility to notify the principal or administrative designee. This can be done during a meeting with the principal and/or administrative designee or be submitted in writing. Students will receive unofficial transcripts until all books and equipment are returned and outstanding fees are paid.

### **Student Returns**

If a student leaves an Alliance school and later chooses to return, the student must complete an application form and return it to the main office. When the application is submitted, the student will be informed if there is space available or if he/she will be placed on the waiting list, pursuant to the Admissions policy.

Students who have been incarcerated, are returning from juvenile detainment, and/or are on probationary status with the juvenile court system must attend a readmission conference with





their parent/guardian and principal or administrative designee before returning to the school. Students who have been previously expelled must successfully complete the terms outlined in their rehabilitation plans prior to being eligible to return to school.

REV: 04/17

## **Student Records**

Student records are housed in the school main office.

### **Inspection of Records**

Parents/guardians have a right to review their child's student records. Student records are available for review during regular school hours. Written requests for access should be directed to the principal.

### **Release and/or Duplication of Records**

Alliance schools may permit access to student records by a specific person if the parent/guardian has filed written authorization specifying the records to be released and identifying the person to whom the records may be released. The written authorization should specify whether an on-site review or records release is allowed. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be permanently kept with the student's record file. Student records may be released without parent or guardian consent as permitted by law. Outside organizations, such as law enforcement agencies and child and family services may be granted access to student records. Such requests will be recorded in the access log in the students' file. Alliance schools will provide parents or authorized agencies copies of student records within five (5) operating days after the request is made orally or in writing.

REV: 04/16

## **Attendance**

Alliance schools are committed to providing students with a rigorous academic experience. Students are expected to be in class every day. Work that is missed because of an excused absence, including school-related activities or illness must be promptly made-up. Parents are responsible for ensuring that their children arrive on-time to school each day and remain present for the entire duration of the school day. The school strongly discourages absences for vacation during the school year. Parents should schedule family vacations outside of the academic calendar so that students do not miss important classroom instruction time.

### **Absences**

Students and parents should do everything in their power to guard against absences from classes, including taking good care of their health and arranging necessary appointments outside of school time. The maximum number of parent-excused absences that Alliance schools allow are between (3) three and seven (7) cumulative days each school year. See the section in this handbook entitled "School-Specific Policies" for the number of parent-excused absences allowed by the school.

Excused absences will be granted for the following reasons (Education Code Section 48205):

- If a student is personally ill;
- Medical, dental, optometry, or chiropractic appointments (verified by a note signed by a physician);
- Quarantine under the direction of a health officer;
- Attending funeral services of a member of his/her immediate family (1 day in California, 3 days outside of California);
- Observance of a religious holiday or ceremony, attendance at religious retreat (limited to four hours per semester; must be approved by principal at least three days prior to requested release)
- Justifiable personal reasons as permitted by law such as: serving on jury duty or an appearance in court;
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code;
- For the purpose attending the pupil's naturalization ceremony to become a United States citizen;
- Attending an employment conference or educational conference on the legislative or judicial process (must be approved by principal at least three days prior to requested release);
- Spending time with a member of the pupil's immediate family who is an active duty member that has been called to duty (Education Code Section 49701); and
- Employment in the Entertainment Industry for a maximum of five absences per school year with prior principal approval (Education Code Section 48225.5).

Absences for reasons not defined above will be classified as 'unexcused absences.' Unexcused absences may include, but are not limited to:

- Unverified absence
- Absence due to taking an early vacation or extending a vacation
- A tardy of 30 minutes or more

The school is not required to provide make-up opportunities for work and examinations missed as a result of a student's unexcused absence.

### **Parent Notification of Student Absence**

The parent or guardian must notify the school office by 8:00 AM each day the student is absent. If the parent/guardian does not make the call by 8:00 AM, the school will notify the parent in an effort to find out if the student has an excused absence.

### **Procedure for Clearing Absences**

When the student returns to school, he/she must provide the school main office with a note from his/her parent/guardian explaining the reason for the absence. See the section in this handbook entitled "School-Specific Policies" to see how many school days the note must be received by in order to excuse the student's absence. Any student who is absent for medical, dental or other professional services must, in addition, present a note to the main office directly from the provider's office. The school is required to keep the note, signed by the parent/guardian for every student absence, on file. The note must be legible and signed in ink.



Absences of three (3) consecutive school days or longer due to illness will require a doctor's note to excuse the absence. A student may not participate in any after-school extracurricular activity if he/she is absent from school on the day of the activity unless the student's IEP or 504 plan states otherwise.

### **Long-Term Absences**

Learning works best when each student attends every day. A student's long-term absence will seriously impact his/her mastery of important course concepts and skills. Parents/guardians of a student who is absent for an extended period due to illness, injury, or family emergency should contact the school main office with an estimate of how long the student will be absent. Periodic updates would be appreciated.

Faculty and staff will work with parents/guardians on a case-by-case basis to help keep an extended-absent student from falling behind. A student returning from an extended absence may require supplemental tutoring and/or remediation beyond normal school hours (e.g., Saturday School) to attain proficiency.

### **Make-Up Assignments**

Students must make up all assignments, tests, and quizzes upon returning to school from an absence. Families should make a concerted effort to work with the school in advance of a planned, excused absence to ensure that the student can successfully complete all school work planned during the duration of the absence. For unplanned absences, students should always try to get their assignment(s) from their classmates (or from a class website, if available) while they are absent to prevent them from falling behind. Upon the first day of his/her return to school, it is the student's responsibility to check in with each teacher regarding missed work and due dates.

A student who will have an excused absence for three (3) or more consecutive school days may get his/her assignments by contacting the school's main office. Upon a request for missed work, teachers will submit the assignment to the school main office in a timely manner.

REV: 03/17

## **Tardy**

To provide students with the best possible education, each Alliance school implements a Tolerate No Tardies policy. Students and parents are expected to plan their time effectively in order for students to arrive to school and class on time.

A student is considered tardy if he/she is not in his/her seat when the bell rings signaling the start of class. If a student arrives late to school, he/she must obtain a tardy slip from the school main office. A tardy may be excused only with written verification from a parent/guardian upon the student's arrival at the school, or if the parent/guardian accompanies the student into the school building to sign him/her in with a valid excuse.

Unexcused tardies are cumulative and may result in the following disciplinary action:

1. Warning & Call Home

2. Detention & Call Home
3. Detention & Parent Conference
4. Administrative Conference

Excessive tardies may result in an appearance before the School Attendance Review Team (SART).

REV: 03/17

## Truancy

A student who is subject to compulsory full-time education who is absent from school without a valid excuse for three (3) or more full days in one school year will be considered truant. Any student who has once been reported as a truant and who is again absent from school without a valid excuse one (1) or more days shall again be reported as truant. A student will be classified as a habitual truant if he/she has been reported as truant three (3) or more times in one school year and after the school has made a conscientious effort to hold at least one meeting with the parent and student. A student will be classified as a chronic truant if he/she is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date.

Upon a student's initial classification as truant, the principal or administrative designee shall notify the student's parent/guardian that:

- The student is truant;
- The parent/guardian is obligated to compel the attendance of the student at school;
- Parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution per Education Code (starting with Section 48290);
- The charter school is a school of choice and alternative educational programs are available in the district;
- The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
- The student may be subject to prosecution under Education Code Section 48264;
- The student may be subject to suspension, restriction, or delay of the student's driving privilege;
- It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

REV: 03/17

## Interventions/Consequences for Addressing Truancy

	<b>Truancies</b>	<b>Interventions/Consequences</b>
<b>Phase 1</b>	1-2 Truancies	• Principal or designee to call parent/guardian
<b>Phase 2</b>	3 Truancies	• Principal or designee to call parent/guardian • Send <b>Certified</b> Truancy Letter home
<b>Phase 3</b>	6 Truancies	• Principal or designee to call parent/guardian • Send <b>Certified</b> Truancy Letter home

		<ul style="list-style-type: none"> <li>• Hold conference with parent/guardian and student to develop student intervention plan/contract</li> <li>• May be referred to School Attendance Review Team (Level 1)</li> </ul>
<b>Phase 4</b>	9 Truancies	<ul style="list-style-type: none"> <li>• Principal or designee to call parent/guardian</li> <li>• Send <b>Certified</b> Truancy Letter home</li> <li>• Hold conference with parent/guardian and student to review and update student intervention plan/contract</li> <li>• May be referred to School Attendance Review Team (Level II)</li> <li>• Home visit may be recommended</li> </ul>

**Inactive Status:** After ten (10) school days of consecutive unexcused absences with no response to phone calls, certified letters, home visits, or the SART process, a student will be placed on inactive status, withdrawn from school, and records will reflect that the student voluntarily withdrew from school. Students who are inactive are no longer part of the school's enrollment count. Any student who becomes inactive can return to the school after following the school's waiting list procedures, if applicable. If the student has an IEP, his/her IEP will be updated accordingly.

REV: 03/17

### Meal Applications

Applications for free and reduced-price meals must be completed each school year and returned by the due date. Applications will be made available July 1<sup>st</sup> prior to the start of the school year, and will be sent home to families or may be picked up from the school's main office. Failure to complete an application will result in the student(s) being charged the full price for school meals (e.g., lunch, breakfast).

Some students may be randomly selected to provide verification of information submitted on their meal application. Failure to complete and returned the requested information by the due date may result in the student(s) being charged the full price for school means (e.g., lunch, breakfast).

To prevent overt identification of students' statuses, no payments will be accepted in the lunch line. Students may prepay by submitting deposits to the school's main office. Parents/guardians or students submitting cash deposits will receive receipts. Students with outstanding balances will receive bi-weekly or monthly bills mailed directly to their homes. Parents/guardians are expected to pay the indicated amount promptly.

REV: 03/17

## School Uniform Requirements

### **Standard School Uniform**

In accordance with the expectations of Alliance schools, all students attending Alliance schools must adhere to a strict uniform policy. One school uniform shall be provided to each student at no cost. Although each Alliance school may modify school colors as needed for school safety, students must adhere to the school's uniform requirements at all times. See the section in this handbook entitled "School-Specific Policies" to see the school's uniform requirements.

### **Out-of-Uniform Consequences**

Students are responsible for coming to school in uniform prepared to learn. All staff shall conduct routine uniform checks to ensure compliance with this policy.

Parents shall be contacted immediately when their child is not adhering to the uniform policy. If a student is out-of-uniform, parents will be asked to bring the student a change of clothes. Students will wait in the school main office until the appropriate clothing or shoes arrive. Schoolwork will be provided during this time. If the school has a loaner uniform program, the student may be provided with a loaner uniform to wear for the remainder of the school day. In these instances, the student must return the loaner uniform in order to have his/her personal clothing returned.

Students that regularly violate the uniform policy may be counseled on an individual basis by the principal or administrative designee.

### **Free-Dress Guidelines**

On occasion, students may be given the privilege to attend campus or school-sponsored events out-of-uniform. Even though these occasions are called "free-dress," there are still strict dress code guidelines students must follow.

Only on an occasion of "free-dress":

1. Students are permitted to wear casual pants, including clean and un-torn or un-frayed jeans.
2. Students are permitted to wear T-shirts, sweatshirts or other casual shirts/blouses provided they are modest and do not make references to drugs, alcohol, violence, profane language, sexual content, or other offensive activities/content, etc. Shirts with "double meanings" are not permitted.
3. Bare midriffs and clothing that is sexually suggestive and/or fails to conceal, the back, abdomen or cleavage will not be allowed. This includes, but is not limited to, halter tops, short shorts/skirts (more than two inches above the knee), bathing suits, tank tops, low-cut tops/dresses or muscle shirts.
4. Gang attire of any kind will not be allowed. This includes gang related clothing, solid colors of red or blue clothing or accessories, including but not limited to bandannas or other symbols, emblems, or insignia. Gang related web belts with or without punched out metal buckles are prohibited. Dangerous clothing accessories are prohibited (i.e., spiked jewelry, studded collars, studded belts).
5. Sandals (or other open-toed shoes) are not permitted.
6. Hats or caps are not permitted.



7. Any student who has any doubt concerning a particular clothing item should not wear it.

Additional dress code guidelines may apply to specific events (e.g., formal dances). “Free-dress” is not the norm and if a student comes to school in “free-dress” without being given permission by school administration, then out-of-uniform consequences will apply.

Any modifications and changes to the free-dress guidelines and requirements are at the discretion of the principal or administrative designee.

### **Physical Education (PE) Uniform**

All students taking physical education courses are required to “dress” for physical education every day. Separate changing areas for male and female students will be available.

The physical education uniform is to be worn for PE class only. Students are required to change back into the required school uniform when the PE class ends each day.

REV: 04/17

### **Textbooks**

Textbooks may be issued for certain courses and will be checked out directly to the student. Students assume full responsibility for the security and maintenance of their textbooks. Should textbooks be lost, stolen, damaged or defaced after issuance to a student, that student will be required to pay a replacement fee before a new book is issued or at the end of the academic year.

Students may lose the privilege of participating in school activities due to lost or damaged textbooks. These activities include, but are not limited to: dances, field trips and senior activities.

Withdrawing or transferring students must return all checked-out school books and equipment prior to exiting the school. Students will receive unofficial transcripts until all books/equipment are returned and outstanding fees are paid.

REV: 09/15

### **Student Computing Devices and Acceptable Use**

Technology resources at Alliance schools are provided for the purpose of supporting the educational mission of Alliance schools. The goal in providing these devices is to promote educational excellence by facilitating resource sharing, innovation, research, creativity, communication, increased productivity, and mobile learning.

Use of these technologies is a privilege that carries responsibility and behavioral expectations consistent with all school rules and policies, including, but not limited to those stated in this handbook. It is understood that members of the Alliance school community will use all types of





computing devices and the school's network in a responsible, ethical, and legal manner at all times.

Alliance schools retain sole right of ownership of computing devices and related equipment. The device may be issued to students according to the guidelines set forth in the Student Acceptable Use policy. Alliance schools retain the right to collect and/or inspect the computing device at any time, and to alter, add, or delete installed software or hardware.

### **Computing Devices**

#### ***Receiving Your Computing Device***

Parents/guardians and students must sign and return the Acceptable Use Policy and Pledge documents before the device can be issued to their child.

#### ***Device School Return***

In the event the devices are loaned out to students, devices will be returned during the last week of the school year or in accordance to the school's check-in/out policy. Devices will be inspected and accessories inventoried, for damages at this time.

Students, who transfer, withdraw, are suspended or expelled from Alliance schools during the school year, must surrender the tablet upon termination of enrollment.

#### ***Device Return Fines***

Failure to return the device will result in a theft report being filed by the school office manager or technology assistant with the local police department. If a student fails to return the device at the end of the school year or upon termination of enrollment at any Alliance school, that student and/or parent/guardian will be subject to criminal prosecution or civil liability. The student will also pay the replacement cost of the device, or, if applicable, any insurance deductible. Furthermore, the student will be responsible for any willful damage to the device. The student will be charged a fee for any needed repairs, not to exceed the replacement cost of the device.

### **Maintenance of Devices**

Students are responsible for the general care of the device they have been issued by the school. Devices that are broken or fail to work properly must be taken to the Alliance IT Department for an evaluation of the equipment.

#### ***General Precautions***

The device is school property and all users will follow this policy and the Alliance school's Acceptable Use Policy for technology;

- Cords and cables must be inserted carefully into the device to prevent damage;
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of Alliance schools;
- Devices must never be left in an unlocked car, school cubbies or any unsupervised area;
- Students may not use "skins" or stickers to "personalize" their device. The device may get redistributed to another student in the event of a separation from the school or device requires repair.

#### ***Carrying Devices***



The protective cases provided with the device have sufficient padding to protect the tablet from normal treatment and provides a suitable means for carrying the device within the school. The guidelines below should be followed:

- Tablets should always be within the protective tablet case with the lids in a closed position when being carried.
- Avoid placing too much pressure and/or weight (such as folders and workbooks) on the tablet screen or laptop.

### ***Screen Care***

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

- Do not lean on the top of the device.
- Do not place anything near the device that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover. Clean the screen with a soft, dry cloth, microfiber or anti-static cloth. No harsh cleaners that can damage the surface of the device can be use.
- Do not “bump” the device against walls, car doors, floors, etc. as it will eventually break the screen.

### **Using Your Device at School**

Devices are intended for use at school each day. In addition to teacher expectations for device use, school messages, announcements, planners, calendars and schedules may be accessed using the device.

### ***Tablet Undergoing Repair***

Loaner tablets may be issued to students when their assigned tablet has been sent for repair. Students may not receive their original device. The warranty provider may choose to swap the device with a refurbished model.

### ***Passwords***

Devices will be password protected. Students are prohibited from sharing this password with anyone else except their parents/guardians.

### ***Screensavers/Background Photos***

A standard screensaver or background will be preset on the tablet. Backgrounds that are considered, but not limited to, inappropriate, abusive, hateful, harassing, or sexually explicit in nature cannot be used as a screensaver or background photo.

### ***Photos/Music***

Photo/image storage on the tablet will be for school projects only. Storage of student personal sound, music, games, programs, photos or downloaded images is not allowed.

- Students may not download music from iTunes or any other music-sharing site unless directed by or with the permission of a teacher.
- Music is only allowed on the tablet if provided by the teacher for educational use.
- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Non-educational games or applications are not allowed on the tablets.



- The device can only be synced with a school provided Apple ID account, Alliance’s server or other school-known Apple ID.

### **Managing Your Files and Saving Your Work**

#### ***Saving Work to Google Docs, iCloud or Other District Approved Data Storage Solution***

It is the student’s responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Tablet malfunctions are not an acceptable excuse for not submitting work; therefore, students should back up all work.

### **Software on Devices**

#### ***Originally Installed Software***

Alliance schools will synchronize the device to contain the necessary programs for school work. Students may synchronize tablet or add apps through a personal iTunes account via Alliance’s Self-Service Portal. The software/apps originally installed by Alliance schools must remain on the tablet in usable condition and be easily accessible at all times.

From time to time, the school may add or modify software applications for use in a particular course. Periodic checks of devices will be made to ensure that students have not removed required apps and/or synced to a personal iTunes account. Mobile and laptop device management profiles will audit the tablets via remote checks that provide information on which application is installed on the device.

### ***Inspection***

Students may be selected at random to provide their device for inspection.

### ***Procedure for Reloading Software***

If technical difficulties occur or illegal software (non-Alliance iTunes apps) is discovered, the device will be restored from backup. The school does not accept responsibility for the loss of any software or documents deleted due to a reformat or reimage. In this event, the student may lose the privilege of tablet use.

### ***Software Upgrades***

Upgrade versions of licensed software/apps are available from time to time. Students may be required to check in their device to the onsite technician or Alliance’s IT department for periodic updates. Minor application pushes will be remotely installed via our mobile or laptop device management software.

### **Acceptable Use**

Alliance’s school technology resources that are provided by the school are not transferable or extendible by students to people or groups outside the school and terminates when a student is no longer enrolled in the school.

This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school’s technology resources may be denied, and the appropriate disciplinary action shall be applied. The Acceptable Use Policy (AUP) shall be applied to student infractions.



Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

### ***Parent/Guardian Responsibilities***

Parents/guardians are to talk to their children about values and the standards that they should follow that pertain to the use of the appropriate internet and all other digital media resources.

### ***Alliance School Responsibilities***

- Provide internet and email access to students.
- Provide data storage areas through Google Drive or iCloud. These will be treated similar to school lockers. Alliance schools reserve the right to review, monitor and restrict information stored on or transmitted via school-owned equipment and to investigate inappropriate use of resources.
- Provide staff guidance to aid students in doing research and help assure student compliance of the acceptable use policy.

### ***Students Responsibilities***

- Use computers/tablets in a responsible and ethical manner. Obey general school rules concerning behavior and communication that apply to tablets/computer use.
- Use all technology resources in an appropriate manner so as to not damage school equipment. Damages include, but are not limited to, the loss of data resulting from delays, non-deliveries, or service interruptions caused by the student's own negligence, errors or omissions.
- Help Alliance schools protect their computer system/device by contacting an administrator about any security problems encountered.
- Monitor all activity on their account(s).
- Turn off and secure tables after use to protect work and information.
- Return tablet/laptop to the school main office or assigned classroom at the end of each school year. Students who transfer, withdraw, are suspended or expelled, or terminate enrollment at Alliance schools for any reason must return their individual school tablet on the date of termination.
- Do not post personal identifiable information.

### ***Strictly Prohibited Student Activities***

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing school policy or law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of chat rooms, sites selling term papers, book reports and other forms of student work.
- Use of any messaging services (e.g., Google Chat, MSN Messenger, ICQ, AIM, IMO).
- Non-educational games or games not approved by a teacher.
- Use of outside data disks or external attachments without prior approval from the administration.
- Changing or removing tablet settings or Alliance loaded device management profiles (exceptions include personal settings such as font size, brightness, etc.).

- “Jailbreaking” the tablet or loading software that bypasses the system’s original security measures or normal mode of operation.
- Spamming or sending mass or inappropriate emails.
- Gaining access to other students’ accounts, files, and/or data.
- Use of the school’s internet/email accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications such as, but not limited to, MSN Messenger, Yahoo Messenger, email, etc.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism of school equipment (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components)
- Transmitting or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients.
- Bypassing the Alliance school web filter through a web proxy.
- Creating, sending, accessing or downloading material, which is abusive, hateful, harassing, or sexually explicit (e.g., engaging in inappropriate activity, such as but not limited to, sending threatening messages on social media or other forms of cyber bullying); Alliance schools have a “no-tolerance” position on harassment of any kind.

### **Social Media**

Students of Alliance schools are expected to set and maintain high ethical standards in their use of social networking. Since social media reaches audiences far beyond the community, students must use social sites responsibly and be accountable for their actions. If a student sees anything of concern on a fellow Alliance student’s social networking page or account, he/she should immediately contact the school’s administration, teachers, or another adult within the school.

- *“Think before you post.”* Alliance schools ask students to use discretion when posting information onto the internet.
- Alliance and Alliance schools reserve the right to request school-related images or content posted without permission to be removed.
- Do not misrepresent statements or information by using someone else’s identity.
- Social media venues are public and information can be shared beyond a student’s control. *“Be conscious of what you post online as you will leave a long-lasting impression on many different audiences.”*
- Do not post or link anything (photos, videos, web pages, audio files, forums, groups, fan pages, etc.) to a social networking sites that you wouldn’t want friends, peers, parents, teachers, college admissions officers, or future employers to access. Any digital content that is created and/or posted will create a personal digital footprint that cannot be erased.
- When responding to others, remember to be respectful and avoid comments that may be hurtful. Do not use profane, obscene, or threatening language.
- Only accept invitations to share information from people they know. Utilize privacy settings to control access to the network, web pages, profile, posts, blogs, wikis, podcasts, digital media, forums, groups, fan pages, etc.

- Online stalkers and identity thieves are a real threat. Never share personal information, including, but not limited to, Social Security numbers, phone numbers, addresses, exact birthdates, and pictures with unknown parties or on unsecure sites.
- Users should keep passwords secure and never share passwords with others. *“If someone tampers with your blog, email, or social networking account without you knowing about it, you could be held accountable.”*
- Cyber-bullying is considered an act of harassment and is considered unlawful.

### ***Tablet and Laptop Care***

Students will be held responsible for maintaining their individual device and keeping them in good working order. Batteries must be charged and ready for school each day by following the check-in/out policy at the school.

Only labels or stickers approved by Alliance schools may be applied to the tablet. Tablet cases furnished by the school must be returned with only normal wear and no alterations to avoid paying a replacement fee.

Devices that malfunction or are damaged must be reported to the school main office. The school will be responsible for repairing devices that malfunction or are accidentally damaged. A device that is willfully damaged by the student will be repaired and the insurance deductible cost will be borne by the student. Repairs may take between 7 to 10 days to complete.

A device that is stolen must be reported immediately to the main office.

### ***Legal Propriety***

Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If a student is unsure, ask a teacher or parent.

### ***Plagiarism is a Violation of the School’s Code of Conduct***

Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the internet, such as graphics, movies, music, and text.

Use or possession of hacking software is strictly prohibited and violators will be subject to disciplinary action. Violation of applicable state or federal law may result in criminal prosecution.

### ***Student Discipline***

If a student violates any part of the above policy, he/she will be subject to the following disciplinary action, including but not limited to:

- **1st Offense** – Meeting between student and administrator to discuss appropriate use policy of technology.
- **2nd Offense** – Student will be placed in a school community service program. Service will include cleaning monitor screens, keyboards and other computer accessories.
- **3rd Offense** – Parent meeting with administrators to discuss corrective actions.

### **Protecting and Storing the Device**

#### ***Device Identification***



Student devices will be labeled in the manner specified by the school. Tablets can be identified in the following ways:

- Serial number
- Alliance school label with barcode
- School label on tablet case

### ***Storing the Device***

When students are not using their device, they should be stored in a tablet or laptop storage unit in each classroom or designated charging cart.

### ***Devices Left in Unsupervised Areas***

Under no circumstances should tablet be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the lunchroom, computer lab, library, unlocked classrooms, and hallways. Any device left in these areas is in danger of being stolen. If a tablet is found in an unsupervised area, it will be taken to the school main office.

### **Damage Responsibility**

Parent(s) will be held responsible for ALL willful damage to their tablet including, but not limited to: broken screens, damaged metal casing, cracked plastic pieces, inoperability, etc. Should the cost to repair the device exceed the cost of purchasing a new device, the student's parent or guardian will pay for full replacement value. Lost items such as cases, actual iPad device and cables will be charged the actual replacement cost.

California Education Code section 48904 states, in pertinent part, that the parent or guardian of any minor who willfully cuts, defaces, or otherwise injures any real or personal property of Alliance schools or its employees, or fails to return same upon demand of Alliance schools, shall be liable for all damages caused by the minor. Alliance school property includes the iPad and iPad case, which has an approximate value of \$700. Students should report any damage to the immediate teacher for further evaluation. Responsibility will be determined after the iPad is sent for repair.

REV: 05/17

## **Technology and Internet Safety**

### **Internet Safety**

In compliance with the Children's Internet Protection Act ("CIPA"), Alliance will implement filtering and/or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors under 18 years of age. The software will work by scanning for objectionable words or concepts, as determined by Alliance. However, no software is foolproof, and there is still a risk an internet user may be exposed to a site containing such materials. A user who accidentally connects to such a site must immediately disconnect from the site and notify a teacher or administrator. If a user sees another user is accessing inappropriate sites, he/she should notify a teacher or administrator immediately.

Alliance will implement a mechanism to monitor all minors' online activities, including website browsing, email use, chat room participation and other forms of electronic communications.





Such a mechanism may lead to discovery a user has violated or may be violating this policy, the appropriate disciplinary code or the law. Monitoring is aimed to protect minors from accessing inappropriate matter, as well as help enforce this policy, on the internet. Alliance reserves the right to monitor other users' online activities, and to access review, copy, store or delete any electronic communications or files and disclose them to others as it deems necessary.

If a student under the age of 18 accesses his/her Alliance school account or the internet outside of school, a parent/guardian must supervise the student's use of the account or Internet at all times and is completely responsible for monitoring the use. Filtering and/or blocking software may or may not be employed to screen home access to the internet. Parents/guardians should inquire at the school if they desire more detailed information about the software.

Student information shall not be posted unless it is necessary to receive information for instructional purposes, and only if the student's teacher and parent or guardian has granted permission.

Users shall not reveal on the Internet personal information about themselves or about other persons. For example, users should not reveal their full names, home addresses, telephone numbers, school addresses, or parents' names on the Internet.

Users shall not meet in person anyone they have met on the Internet in a secluded place or a private setting. Users who are under the age of 18 shall not meet in person anyone they have met on the Internet without their parent's permission.

In compliance with the Children's Online Privacy Protection Act ("COPPA"), Alliance strictly follows the rules and regulations set forth by the Federal Trade Commission and for this reason, Alliance school emails provided to students under the age of 13 are prohibited from sending and receiving emails outside of the Alliance domain.

All users will abide by Alliance's IT security policies.

### **Privacy Policy**

Alliance's System Administrator has the authority to monitor all accounts, including e-mail and other materials transmitted or received via the accounts. All such materials are the property of Alliance and Alliance schools. Account users do not have any right to or expectation of privacy regarding such materials.

### **Penalties for Improper Use of Alliance School Accounts**

The use of the account is a privilege, not a right, and inappropriate use will result in the restriction or cancellation of the account. Inappropriate use may lead to any disciplinary and/or legal action, including but not limited to suspension or expulsion, or criminal prosecution by government authorities. Alliance schools will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.

REV: 05/17



## Personal Property

Students will be responsible for any items they bring to school and must watch their belongings carefully. The school is not responsible for any loss or damage to personal items. It is best for items that are not related to the school's instructional program (e.g., iPods, PSPs, Nintendo) are to be left at home.

### **Cell Phones**

Student cell phones must be stowed away in a purse or backpack – not pants pockets – with the volume off for the entire instructional day.

Students who do not follow this policy will have their cell phones confiscated. At the discretion of the principal or designee, only a parent/guardian may collect items confiscated from students. The school is not responsible for any loss or damage.

### **Skateboards and Bicycles**

Students may ride a skateboard or bicycle to school. During school hours, students must store their skateboard or bicycle in a designated storage area. Students may not ride their skateboard or bicycle during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboard/bicycle confiscated. At the discretion of the principal or designee, only a parent/guardian may collect items confiscated from students. The school is not responsible for any loss or damage.

### **Lost and Found**

The Lost and Found will be housed in the school main office. Students that have lost an item at school (e.g., clothing, keys) should check with the main office to see if the items have been turned in. Unclaimed items may be donated to charity or discarded on a regular basis.

REV: 09/15

## Visitor

The safety and security of staff and students at every Alliance school is of utmost importance. A critical part of creating a safe campus environment is for the administration, as well as those individuals or classrooms receiving visitors, to have advance knowledge of all visitors. School administration must know at all times who is on campus and reserves the right to refuse entry to any visitor. The following procedures for visiting an Alliance school will be strictly followed.

### **Closed Campus**

Each Alliance school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including the lunch period. It is unlawful for anyone to take a student away from school during the regular school day without first obtaining proper permission from a designated school official.

### **Visitor Policy, Sign-in, and Verification**

The principal is responsible for managing involvement of volunteers and visitors, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and volunteers does not





contribute to safety or security issues for students and staff members or for the visitors themselves.

**All Campus Visitors Must:**

- Request an appointment for a visitation date and time from the office staff after entering the school office. As much advance notice as possible should be given, but no visitor can be guaranteed entry to the campus on a specific date and time.
- Sign into the visitor's log immediately upon entrance, providing all requested information (e.g., visitor's name, date, time, name, purpose of visit, other additional information the School may require). This is for the safety of students, staff, as well as the individual in case of emergency. Failure to provide information will be grounds for denial of access.
- Show identification. Failure to provide information will be grounds for denial of access.
- Complete a visitor's badge and obtain the principal or designee's approval before proceeding. The visitor's badge may include the following information: visitor name, date, time, destination and office approval. You may be required to wait depending on the principal's or designee's availability.
- Wear a visitor's badge at all times during your stay at the school.
- Keep observation of classroom activity to a particular purpose and reasonable frequency, as determined by the school.
- Follow the established procedures for scheduling an appointment with the teacher(s).
- Return the visitor's badge to the school office before leaving the campus and sign out. You must indicate on the visitor's log the time you are leaving the school.

**Some Important Rules for All Visitors:**

- The staff person/student you are visiting must be on campus that day and aware of the visit.
- Visitors must be escorted by designated school personnel at all times on campus unless otherwise permitted by the principal.
- Do not interfere with any school activity during the visitation. Visiting the School is a privilege, not a right.
- Enter and leave the classroom as quietly as possible when class is in session.
- While class is in session, do not converse with students, teachers, and/or instructional aides during the visitation unless explicitly permitted.

Failure to follow any of these basic procedures may result in a visitor not receiving authorization to enter the building and/or being barred from future visits.

REV: 04/17

## ACADEMIC PROGRAM

### High School Graduation

Alliance high school graduation requirements are in alignment with the University of California (UC) and California State University (CSU) “A-G” minimum undergraduate admissions requirements. Alliance high school students must pass all courses with a grade of C or higher (basic proficiency). High school graduation requirements may vary by school with approval by the school Board of Directors.

UC and CSU A-G Requirements	
Subject	Requirements
(a) History-Social Science	1 year of U.S. History 1 year of World History
(b) English Language Arts	4 years of college preparatory English
(c) Mathematics	3 years of college preparatory Mathematics (Integrated Math 1, Integrated Math 2, Integrated Math 3, Pre-Calculus, Calculus or Statistics).
(d) Laboratory Science	2 years of Laboratory Science in two of the three of the following: biology, physics or chemistry
(e) Language other than English	2 years of the same language other than English
(f) Visual and Performing Arts	1 year chosen from dance, music, theater or the visual arts
(g) College Preparatory Elective	1 year of additional academic electives (e.g., third year of science or foreign language, fourth year of math, social science, advanced visual or performing arts)

Curriculum and course offerings are reviewed by each school on an annual basis and may be changed based on student needs.

### Sample Alliance High School Course Offerings

Subject	Grade 9 [65 credits]	Grade 10 [65 credits]	Grade 11 [65 credits]	Grade 12 [65 credits]
<b>(a) History-Social Science</b>		World History, Cultures and Historical Geography [10]	U.S. History [10]	American Government [5] Economics [5]
<b>(b) English Language Arts</b>	English 9 (H) [10]	English 10 (H) [10]	English 11 (H) or AP English Language [10]	English 12 (H) or AP English Literature [10]
<b>(c) Mathematics</b>	Integrated Math 1 or Integrated Math 2 [10]	Integrated Math 2 or Integrated Math 3 [10]	Integrated Math 3 or Pre-Calculus [10]	Pre-Calculus, Quantitative Reasoning, ELM, AP Calculus AB, AP Calculus BC or Statistics [10]
<b>(d) Laboratory Science</b>	Biology [10]	Chemistry [10]	Physics [10]	Other Laboratory Science [10]
<b>(e) Language other than English</b>	Spanish 1 or Other Language [10]	Spanish 2 or Other Language [10]	Spanish 3 or AP Spanish Language [10]	Spanish 4 or AP Spanish Literature [10]

<b>(f) Visual and Performing Arts</b>			Music, Dance, Drama, Art or Art History [10]	Music, Dance, Drama, Art or Art History [10]
<b>(g) College Preparatory Elective</b>	English Support or Math Support or Other Elective [10]	Other Elective [10]	Other Elective [10]	Other Elective [10]
<b>Other</b>	Physical Education/Health [10], Advisory [5], ELD 1 or 2, or Resource Lab	Physical Education/Life Skills [10], Advisory [5], ELD 1 or 2, or Resource Lab	Advisory [5]	Advisory [5]

### **Alliance High School Graduation Requirements**

- Total Unit/Credit requirements for graduation: 230.
  - In total, a student will take 160 A-G approved credits.
  - Course requirements for graduation: Pass ALL required courses with a grade of C or higher (basic proficiency).
- Passage of the UC and CSU A-G requirements as noted above.
  - For each subject, students must complete all classes and credits to satisfy the A-G requirements listed above (including any subject specific requirements), regardless of the number of units it requires of the student. For example, a student may have to take 4 years of math (though the A-G and Alliance high school requirement noted above is 3 years) in order to cover all the topics required by the A-G math requirement. Refer to the UC A-G website for specific details on each subject requirement.
- In addition to the required A-G history/social science course sequence, all students must complete 1 semester course in American Government & Civics, and 1 semester course in Economics. Alliance high schools have determined that these courses must also be A-G approved.
- Starting with the class of 2012, UC's undergraduate admissions requirements mandate students complete 11 out of 15 A-G courses by the end of the 11th grade.

At the discretion of the principal, Alliance high schools may require students to complete community service requirements in order to participate in graduation activities.

### ***Graduation Options for Students Qualifying for Special Education Services***

Students with an individualized education program (IEP) are entitled to receive a free appropriate public education (FAPE), including special education and related services, through age 21, unless they earn a regular high school diploma before that time. The following rules apply when determining if a student has exceeded the maximum age eligibility:

- If a student turns 22 between July 1 and September 30, he or she is no longer eligible for special education after the last day of school of the previous school year.
- If a student turns 22 in October, November, or December, student exits at the winter recess.
- If a student turns 22 between January and June 30, student exits the last school day of the school year.

### ***State Graduation Requirement Accommodation Eligibility for Students with Special Needs***

Students who have an eligible disability may graduate from high school if they meet state graduation requirements but not Alliance high school graduation requirements. This must be written into the student's IEP or in the student's 504 Plan prior to the first day of the student's senior year. With this accommodation, students may graduate upon meeting California graduation requirements. California graduation requirements (Section 5.1225.3) state that all pupils receiving a diploma of graduation from high school must complete all of the following in grades 9-12, inclusive:

- Three courses in English
- Two courses in Mathematics, including one year of Algebra I
- Three years of History/Social Science, including US History & World History, and one – semester course in American Government and Civics, and one-semester course in Economics
- Two years of Science, including biological and physical sciences
- One course in visual or performing arts, Foreign Language OR career technical education
- Two years in Physical Education, unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241.

### ***Certificate of Completion for Students with IEPs***

Students with severe disabilities may qualify to receive a certificate of completion if they do not meet all state and local requirements for a high school diploma (EC Section 56390).

Not all students with IEPs are eligible. Typically, such a certificate would be reserved for students with severe disabilities. A student qualifying for special education services who has satisfied **any of the following** three requirements may be awarded a special education certificate of completion upon determination by the school:

1. Satisfactory completion of 230 credits of a prescribed alternative course of study as identified on the student's IEP; or
2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP team; or
3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of the objectives of the statement of transition services.

### ***Homeless Students and Foster Care Provision***

AB 167/216 and AB 1806 exempt students in foster care or students identified as homeless, respectively, who transfer schools any time after the completion of their second (2nd) year of high school, from coursework/requirements that are in addition to statewide requirements. To determine the eligibility of the exemption for these students, the school would need to conclude that the students would not reasonably be able to complete the additional graduation requirements during their remaining time in high school.

### ***Early Graduation***

Students who have taken concurrent college courses approved by their high school administration, advancing their grade level standing, as well as maxing out of high school offerings may create a plan with their college counselor, parent/guardian and administration to graduate early. Early graduation plans must be completed before the student's first day of their senior year.

### **Options for 12<sup>th</sup> Graders Not Meeting Graduation Requirements**



***Did Not Meet the Alliance High School Graduation Requirements by the End of Summer School***

If students have not met the graduation requirements by the end of the summer and cannot produce evidence that they have completed the graduation requirements, they can:

1. Become a part of next year’s graduating class (become a 5th year senior), assuming that they enroll at the school; or
2. Work with the school to pursue other options at the students’ own discretion.

***Credit Deficient Senior***

5<sup>th</sup> year seniors only need to take the course(s) required to meet the Alliance high school graduation diploma requirements. Once a student completes the course required diploma requirements, the principal will grant the student his/her diploma for the year of completion (after summer session, student will receive a diploma for the following year).

REV: 03/17

**Middle School Promotion**

**Course Requirements**

To be considered for promotion to the next grade level, each middle school student (grades 6-8) must obtain sufficient academic credit in his/her prescribed course of study and meet the standards of proficiency established by the Alliance middle school. Middle school students are required to receive academic instruction and participate in core subject areas (e.g., English, Mathematics, Science and History). Physical Education and other electives may also be required as part of the students’ required course of study.

**Sample Alliance Middle School Course Offerings**

<b>Courses</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>History-Social Science</b>	World History & Geography: Ancient Civilizations	World History & Geography: Medieval and Early Modern Times	United States History and Geography: Growth and Conflict
<b>English Language Arts</b>	Common Core English 6	Common Core English 7 or English Honors 7	Common Core English 8 or English Honors 8
<b>Mathematics</b>	Common Core Math 6	Common Core Math 7 or Accelerated Integrated Math 7	Common Core Math 8 or Integrated Math 1
<b>Science</b>	Integrated Science 6	Integrated Science 7	Integrated Science 8
<b>Language other than English</b>		Recommended	Recommended
<b>Visual and Performing Arts</b>			Art
<b>College Preparatory Elective</b>	Computer Literacy		
<b>Other</b>	Advisory, PE, Middle School Success, English Language Development, or Resource Lab 6	Advisory, PE, English Language Development, Resource Lab 7, or ELA/Math Support	Advisory, PE, English Language Development, Intervention, or Resource Lab 8



### **Middle School Commencement**

Alliance middle schools may require students to complete any or all of the following to be eligible to participate in the school's commencement ceremony:

- 1) Meet or exceed all course requirements as defined by the school
- 2) Adhere to all behavioral requirements as defined by the school (e.g., code of conduct, attendance, suspension/expulsion, tardies)
- 3) Complete community service requirements as defined by the school

REV: 03/17

## **Grades**

### **Academic Grades**

The grading scale at each Alliance school campus is based on the degree to which students demonstrate proficiency on content standards. Grades are based on a four point scale.

### **Life Skills Grades**

Life skill grades are based on four primary areas: Participation in class, Behavior, Working in groups, and Classwork/Homework completion. The following grading scale will be used: Advanced, Proficient, Basic, Below Basic. Life skills grades do not impact academic grades or overall GPA, but may be used to determine eligibility for certain privileges at schools.

### **Progress Reports**

There are eight (8) grading periods each school year. Student progress reports are available and distributed to parents and families by the school.

### **Incomplete Grades**

A teacher may determine that a student shall have more time to complete required coursework due to an extended illness, death or illness in the family, or other reason deemed to be of an extenuating nature. The teacher may assign the student an Incomplete ("INC"), with a deadline to make up the assigned work. Upon completion of the assigned work or by the deadline, the teacher will submit a grade change form to officially change the "INC" to a letter grade. If a student does not complete the work by the deadline, they risk failing the class.

### **Student with Special Education Eligibility Grading Accommodation – Permission to Earn a Grade of "D"**

Through the IEP Team's decision and specified in the IEP, students needing grading accommodation will have an extended grading scale including grades of "D."

### **Transfer Grades**

In order for completed coursework from other high schools to be accepted for credit at an Alliance school, the following criteria must be met:

- High school credit from California high schools and credit bearing programs must have their courses approved by the University of California Office of the President (UCOP) "A-G" course approval system.
- High school credit from California high schools and credit bearing programs must be accredited by the Western Association of Schools and Colleges (WASC).





- High school credits completed outside of California must be from accredited high school or program.

If a student transfers from another school mid-semester, his/her transfer grades for courses currently in progress will be factored in to the equivalent Alliance school courses, as the teacher or administrator deems appropriate.

**Transferring into an Alliance High School with a Grade of “D”**

Students (without special education eligibility grading accommodations) who transfer into an Alliance high school with a grade of “D” must retake the course to meet the Alliance high school’s A-G graduation requirement. Upon retaking the course, the original “D” grade will be replaced, but the student will not receive additional credits for retaking the course.

**Transferring Credits out of an Alliance High School**

Since all Alliance high schools are accredited by Western Association of Schools and Colleges (WASC), Alliance high school credits are accepted at any California public high school. The receiving high school however, may accept credits for non-core courses at their discretion.

**Pinnacle Grading Scale**

The grading scale is as follows for academic courses and advisory:

Scale		Grade	Description
4.00	3.40	A	ADVANCED- Student has advanced and detailed understanding beyond expectations of the standard and can apply complex ideas & processes for the standard.
3.39	2.70	B	PROFICIENT- Student has a complete and detailed understanding of all information important to and beyond the expectations for the standard.
2.69	2.00	C	BASIC- Student has a complete understanding of the information important to the standard but not in great detail.
1.99	1.00	NP	BELOW or FAR BELOW BASIC- Even with help, student demonstrates little or no understanding or skill. Or insufficient student work to judge higher.
0		NP	Assignment not turned in or test taken with no credit or grade of zero.
X			Excused missed assignment. Student not present or not enrolled when assignment given. Not included in calculating grade.
Z			Assignment not submitted. Would count as a 0 in calculating the grade until replaced with a grade or unless the teacher changes to X to excuse the assignment.
	Not taught		Standard not taught sufficiently to assess or assign a score this quarter. Standard not selected or included in calculating grade.

REV: 03/17

## Testing and Accountability

At Alliance schools, assessments are a foundational component of the teaching and learning process. To ensure that all students have access to the learning experiences necessary for college persistence and career success, we employ a set of high-quality, purposeful, actionable and strategically-sequenced assessments for learning and of learning.

We organize our assessments in three categories:

- Progress-Monitoring Assessments
- Rigorous College-Ready Assessments
- College Success Assessments

In addition, schools may administer unit and lesson level assessments that provide timely data to drive instruction. State and network-wide assessments include but are not limited to:

Name	Purpose	Administrations	Grades/Content
<b>Progress-Monitoring Assessments</b>			
<b>Achieve3000 Lexile Level-Set</b>	Measures student growth in Lexile. Used for evaluative educator effectiveness measure.	3	6-12, all students and contents
<b>Alliance Interim Assessments</b>	Computer-based assessment that measures students' progress in Math towards meeting Common Core State Standards (CCSS).	3	6-11 ELA 6-11 Math
<b>Alliance Interim Assessments</b>	Computer-based assessment that measures students' progress in Science towards meeting NGSS.	3	6-11 Science
<b>College-Ready Assessments</b>			
<b>Smarter Balanced Summative Assessments</b>	Standardized summative (computer-based) assessment that measures students' progress toward grade-level ELA and mathematics standards as well as readiness for college and careers standards. Aligned to Common Core State Standards. SBAC results help educators strengthen their instruction and lets parents know how their children are doing. Educators and parents can compare achievement results to school, district, state, and consortium-level results	1, Spring	Grades 6-8, and 11 ELA and Math
<b>NGSS Pilot; CAST</b>	Standardized summative (computer-based) assessment that measures	1, Spring	Grade 8 and 11 (tentatively)



	students' progress toward NGSS performance expectations. One grade in middle school and one grade in high school is randomly selected by the state for administration.		
<b>CAA</b>	California Adaptive Assessment. Measures the CCSS for students with severe cognitive impairments.	1, Spring	Students with identified severe cognitive impairments; Grades 6-8, and 11 ELA and Math
<b>ELPAC</b>	English Language Proficiency Assessments for California. Assesses CA's ELD Standards, which are derived from the CCSS.	1, Spring	Grades 6-12, English Learners
<b>CSA</b>	California Spanish Assessment. Purposes are twofold: identify a student's level of literacy in Spanish and qualifies for the CA Bilingual Seal.	1, Fall	Grades 6-12, Native and Non-Native Spanish Speakers
<b>CELDT</b>	California English Language Development Test. Initial test only (students new to US/CA) for Fall 2017. Phased out after the 2017-2018 school year.	1, Fall	Grades 6-12, students new to CA
<b>PFT</b>	Physical Fitness Test. Helps students in starting life-long habits of regular physical activity.	1, Spring	Grades 7, 9
<b>College Success Assessments</b>			
<b>AP</b>	Advanced Placement Exams are both a summative college-ready assessment measuring the standards of the Advanced Placement course a student takes.	1 per course, Spring	Grades 10-12
<b>ACT</b>	The ACT is an admissions test used to develop postsecondary educational plans. The ACT can function as a stand-alone assessment given typically in grades 11 and 12.	***	Grades 11 and 12
<b>ACT Aspire</b>	The ACT Aspire includes the ACT Aspire Early High School in grades 9 and 10. All assessments are based upon the ACT College and Career Ready Standards.	1, Spring	Grades 9-10

<b>SAT</b>	The SAT is an admissions test used by colleges in tandem with other factors to analyze a student's academic strengths and college readiness. The SAT was recently re-designed to align with the Common Core State Standards.	2, Spring of grade 11 and Fall of grade 12	Grades 11 and 12
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REV: 03/17

## Students with Special Needs

### Equal Education Opportunities

At Alliance schools, all students shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated or discriminated against in the Alliance school environment for reasons of race, ethnicity, color, national origin, gender, economic status, sexual orientation, actual or perceived disability, religion, or religious affiliation.

### Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact the principal.

### Special Education

Referrals for determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams.

REV: 03/17

## English Language Learners

### Definition

*English Learner* refers to a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.

### **Identification and Assessments**

Upon enrollment in an Alliance school, each student's primary language will be determined through a Home Language Survey. (Education Code 52164.1) Any student speaking a primary language other than English or newly identified as an English learner will be assessed for English proficiency using the state's designated English language proficiency test. (Education Code 313)

Each year after a student is identified as an English learner and until he/she is reclassified/redesignated as English proficient, the summative assessment shall be administered to the student as determined by the California Department of Education. (Education Code 313) Any student with a disability will receive necessary accommodations.

### **Parental Notifications**

The school's English Learner designee will provide the following to parents/guardians of English learners in writing:

1. **Assessment Notification:** The school will notify parents/guardians of their child's results on the state's English language assessment within 30 calendar days of receiving it.
2. **Placement Notification:** At the beginning of each school year, parents/guardians will be informed of the placement of their child in a Structured English Immersion program and will be notified of an opportunity to apply for a parental exception waiver.
3. **Title III Notifications:** Each parent/guardian of a student participating in a language instruction program will receive notification of the assessment of his/her child's English proficiency no later than 30 calendar days after the beginning of the school year or. The notice shall include all of the following: (Education Code 440)
  - a. The reason for the student's classification as an English learner
  - b. The English proficiency level and the status of the student's academic achievement
  - c. A description of the program for English Language Development instruction
  - d. Information regarding a parent/guardian's option to decline to enroll in a program

### **Reclassification/Redesignation**

The school will continue to provide additional and appropriate educational services to English Learners for the purposes of overcoming language barriers until they:

1. Demonstrate English language proficiency comparable to native English speakers
2. Recoup any academic deficits from core curriculum as a result of language barriers

English Learners shall be reclassified as Reclassified Fluent-English-Proficient (RFEP) when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The Alliance school's English Learner designee shall monitor students for at least four years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

### **Parental Exception Waivers**

1. At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a Structured English Immersion Program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)
2. A parent/guardian may request that the Alliance school waive the requirements of Education Code 305, pertaining to the placement of a student in a Structured English Immersion Program if the one of the following circumstances exists:
  - a. **Students who already know English:** The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311(a))
  - b. **Older students:** The student is age 10 years or older, and it is the informed belief of the principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))
  - c. **Students with special needs:** The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(c))
3. The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)
4. Upon request for a waiver, the school's English Learner designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)
  - a. A full written description, and a spoken description upon request, of the intent and content of the Structured English Immersion Program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices
5. For a request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language program that the school's English Learner designee must approve the waiver pursuant to guidelines.
6. Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student

with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with the Alliance school's procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310.

7. When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.
8. Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)
9. Parental exception waivers pursuant to Education Code 311(c) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)
10. The principal shall consider all waiver requests made pursuant to Education Code 311(c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the school's English Learner designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.
11. Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.
12. The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later.
13. All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)



14. Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a program; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)
15. Students wishing to transfer shall be subject to the Alliance school's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.
16. In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

REV: 03/17

## Student Advisory

All students will be supported through Advisory. Advisory is a school-driven course that students are required to take every year. Advisory was designed with the purpose of: personal and academic success of students; preparing students to be positive and contributing members of society; preparing students for school, life and career transitions; and creating a community in which all students feel safe, welcome and heard.

REV: 03/17

## School Activities

### Field Trips

Alliance schools recognize that field trips are an enriching aspect of a student's educational experience. Field trips are important learning experiences to supplement the school curriculum, but are offered at the discretion of the school site. At the discretion of the principal or administrative designee, participation on certain field trips may be contingent on the student's academic or behavioral standing or attendance history at the school.

Field trip forms shall be sent home with students prior to the planned trip. The forms must be signed by a parent/guardian and returned to the school for the student to participate.

All student policies, rules and procedures are in effect during field trips.

### School-Sponsored Events

Dress for most school-sponsored events outside of the regular instructional day may require the school uniform to be worn or at least must adhere to the "free-dress" policy. Students who are not dressed appropriately will not be allowed to participate in the activity.



Students may be asked to present identification to enter school-sponsored events. Students must remain inside or within specified areas once they have arrived. Reentry is at the discretion of the school administration. Parents are expected to pick up their student immediately following the end of the event. Parents are also invited to help chaperone school events such as dances and parties. All student policies, rules and procedures are in effect during all school-sponsored events.

### **Sports Teams**

Alliance schools may offer opportunities for students to participate in sports teams, depending on student interest and staff availability. All students who participate on a team must meet rules for academic eligibility including maintaining a minimum grade point as defined by the school. Additionally, students must meet behavioral requirements and be present at school on game days in order to participate. California Interscholastic Federation (CIF) schools may also have CIF requirements that students must meet in order to be eligible.

### **Clubs**

Alliance schools may have a variety of clubs and programs for students in which to participate. Programs and clubs offered may change from year-to-year based on student interest and faculty sponsorship.

REV: 03/17



## HEALTH AND SAFETY

### Safety and Emergency Response

Alliance school safety protocols and emergency plans are developed with the guidance of local law enforcement, school administration and Alliance in order to prepare for natural disasters and emergency situations (e.g., fire, earthquake, lockdown, terrorist threats, power outages). Each Alliance school has a comprehensive emergency preparedness plan which describes the safety procedures specific for the school. Training on the emergency plan is provided to all school staff members annually. All schools and classrooms are equipped with emergency supplies.

An evacuation map is posted in every classroom. Emergency drills (e.g., earthquake drills, fire drills, lockdown drills), are conducted throughout the school year so that all staff and students will be prepared should an emergency occur.

During regular school hours, students are required to follow their teacher's or administrator's instructions during all emergency drills and situations. If an emergency occurs off-campus, students are to report to their supervising teacher or administrator. If the emergency extends beyond the end of the school day, students shall not be released until it has been determined that it is safe to do so. Before students are released, parents are required to sign them out in the school main office.

#### **Emergency Cards and Contact Information**

Each Alliance school shall have emergency cards on file for all students and staff. Parents/guardians are responsible for keeping all student emergency contact information current and informing the school main office in writing of any changes as soon as possible (e.g., address changes, phone number changes). It is important for families to keep the emergency contact information current so all communications are received without delay or interruption.

Students may only leave campus with the adults named and listed on their emergency card. Adults will be asked to show proper identification in order to sign students out.

REV: 09/15

### Administrative Supervision

Supervision is provided for all school sponsored programs, activities, and meals during the instructional day. Unless otherwise noted for a specific school sponsored program or activity, hours of supervision at school begin 30 minutes before and after school ends.

To ensure the safety of our students, it is important that students do not arrive before supervision has begun and that they leave promptly at the conclusion of their school day. Students who linger on or near campus will be sent home. Should any student create a disturbance by lingering before or after school, disciplinary action may be taken.

School administration, staff, and parent volunteers are available to help ensure our campus remains safe and students are following traffic laws when crossing the street. Students are to obey all directions from supervisory staff and parent volunteers.





REV: 06/15

## **Immunizations**

New students will not be enrolled unless a written immunization record is presented at the time of enrollment, and immunizations are up-to-date. All students new to Alliance schools must show that they have received all required immunizations in order to be enrolled. Those students who do not meet the state guidelines will be excluded from school until the requirements are met.

California law requires that pupils entering a California school provide a written immunization record showing the date (at least month and year) of each immunization.

### **Exemptions**

Starting January 1, 2016, California bill SB 277 eliminates exemptions based on personal beliefs, including religious beliefs, for the vaccines that are currently required for entry into school in California. Medical exemptions will still be accepted with the appropriate documentation from a licensed physician.

Personal beliefs exemptions on file prior to January 1, 2016 may remain valid, however it is the responsibility of the parent/guardian to check with the school to determine if the student qualifies.

REV: 04/16

## **Illness or Injury at School or School Activity**

All injuries occurring at school or during a school activity must be reported to the nearest staff member in charge or to the school main office. A school staff member will assist students in need of help for sudden illness occurring at school or at a school activity. The school shall call the appropriate agencies (e.g., ambulances, police, fire) in cases of serious injury.

Students who are unable to remain at school or at a school activity because of illness will be sent home. Parents/guardians listed on the student emergency card will be contacted to make transportation arrangements. No students shall be allowed to leave the campus without parent/guardian consent. Students may only leave the campus with people listed on their emergency cards; proper identification (e.g., driver's license) must be presented to the school main office. It is the responsibility of the parent/guardian to inform the school of any changes to the contacts on the student emergency cards.

REV: 04/17

## **Bloodborne Pathogens**

Exposure to bloodborne pathogens can be minimized or eliminated with an exposure control plan that addresses and implements, at the minimum, the following elements: universal

precautions, communication of hazards and training, clearly defined procedures and protocols, personal protective equipment and appropriate decontamination/housekeeping.

All school staff members receive bloodborne pathogens training on an annual basis.

In the event that a student suddenly becomes ill and there is blood or other potentially infectious bodily fluids present (e.g., blood, vomit), specific procedures shall be followed to protect against exposure to bloodborne pathogens. The procedures include:

- Staff member practices universal precautions and keeps other students away from the potential hazard.
- Staff member contacts main office
- Office manager or administrator removes student to the main office and contacts the school custodian
- Custodian is responsible for cleaning up the bodily fluids.
  - Custodian uses appropriate personal protective equipment such as gloves, apron, protective eyewear, etc.
  - Custodian removes bodily fluid from floor and sanitizes the floor. Custodian cleans and sanitizes all equipment and environmental working surfaces exposed to fluids.
  - Custodian removes gloves and disposes in appropriate biohazard container.
  - Custodian washes hands with antibacterial soap.
- In the absence of the custodian, the administrative staff will assume responsibility for the procedures above.

REV: 09/15

## **Medication at School**

During the student enrollment process, parents/guardians must indicate if their children have any chronic health problems, medical conditions, medications or allergies on the Registration/Enrollment Form.

The school shall not furnish any medications. School personnel are prohibited by law from giving any medication (e.g., prescriptions, over-the-counter pain relievers, cold medicine) to a student unless the student's physician has given written instructions and the student's parent/guardian has provided written consent.

In order for a designated school personnel to assist/supervise a student self-administering medication, including insulin to diabetic students, the Alliance school shall obtain both a written statement from the physician detailing the name of medication, the date, the dosage information and directions for administering the medication and a written statement from the parent/guardian indicating the capability of the student to self-administer the medication.

All medications require physician and parent/guardian authorization. Once authorization is obtained, the medication must be given to the school main office in original containers, labeled with the name of the student, the name of the medication, the date, the dosage information and directions for storing and administering the medication. Over-the-counter-medications should be in original sealed packages with directions for administration. Medications will be stored in a

secure location and medication administration will be documented in a medication log maintained for each student. This form will be incorporated into each student's permanent file upon transfer or graduation.

Students may only carry and self-administer certain medications (e.g., inhaled asthma medications, EpiPens) with the proper documentation. This documentation includes:

1. A written statement from an authorized health care provider detailing the name of the medication, the date, the dosage information and directions for administration, and confirming that the student is able to self-administer the medication; and
2. A written statement from the parent/guardian of the student consenting to the self-administration, providing release for the school to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school and school personnel from liability in the case of adverse reaction.

All other medications shall be stored in the school main office. Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. School personnel shall not prescribe or give advice regarding medication.

REV: 03/17

### **Epinephrine Auto-Injectors**

Alliance shall obtain a prescription for epinephrine auto-injectors ("EpiPen") from an authorizing physician that includes at least one regular EpiPen for each Alliance school.

Each school year, the Alliance school shall provide office staff and staff who volunteer to be EpiPen administrators with training opportunities on EpiPen administration. If a student is, or reasonably believed to be, suffering from an anaphylactic reaction, only trained staff shall administer the EpiPen to the student. During the administration of the EpiPen or as soon as practicable thereafter, or if no trained individual is present at the time of the anaphylactic reaction, the school will immediately call 9-1-1 to request an emergency response and stay with the student until paramedics arrive. The school shall also contact the student's parent/guardian as soon as practicable upon learning of the student's anaphylactic reaction.

REV: 04/17

### **Lactating Parents and Students**

Alliance schools shall not discriminate against any student on the basis of a student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the schools' uniform complaint procedures.

### **Accommodations**

When necessary, Alliance schools shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. Alliance schools treats

pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery from pregnancy in the same manner and under the same policies as any other temporary disability. To the extent feasible, educational and related support services may be provided, either through Alliance schools or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children.

A lactating student at Alliance schools will have a reasonable amount of time to access to a private and secure location to express milk for her infant child. The lactating student is permitted to bring onto a school campus a breast pump and any other equipment used to express breast milk, to have access to a power source for a breast pump or any other equipment used to express breast milk, and to access a place to store expressed breast milk safely. A student will not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and pupils are provided the opportunity to make up any work missed due to such use (Education Code Section 222.)

REV: 03/17

## **Suicide Prevention and Intervention**

### **Prevention**

Suicide prevention involves school-wide activities and programs that enhance connectedness, contribute to a safe and nurturing environment, and strengthen protective factors that reduce risk for students.

Examples of prevention activities include:

1. Promoting and reinforcing the development of desirable behavior such as help seeking behaviors and healthy problem-solving skills.
2. Increasing staff, student and parent/guardian knowledge and awareness of risk factors and warning signs of youth suicide and self-injury.
3. Monitoring and being involved in young people's lives by giving structure, guidance and consistent, fair discipline.
4. Modeling and teaching desirable skills and behavior.
5. Promoting access to school and community resources.

### **Intervention**

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal, administrative designee or counselor. When a suicide attempt or threat is reported, the principal or designee shall:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

2. Designate specific individuals to be promptly contacted, including the school counselor, psychologist, area superintendent, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

REV: 03/17

### **Child Abuse Mandated Reporting**

The California Child Abuse and Neglect Reporting Act requires that any administrator, teacher or other school staff member who has a reasonable suspicion that a student has been subjected to child abuse and neglect (e.g., physical abuse, sexual abuse, willful cruelty or unjustified punishment, unlawful corporal punishment or injury, and neglect (including both acts and omissions)) must make a report to the proper authorities immediately or as soon as is practicably possible.

Child abuse must be reported when one who is a legally mandated reporter "...has knowledge of or observes a child in his or her professional capacity, or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse." Mandated reporters must make their report to the county welfare department (child protective agency) or to any police, sheriff, or, in some cases, county probation department.

Reports are to be made initially via phone then followed-up within 36 hours later with a written report to the child protective or law enforcement agency to which the telephone report was made.

REV: 09/15

### **Administrative Searches**

Alliance schools may conduct searches of students and items under the students' control (e.g., locker, backpack, purse) to ensure student and staff safety. Specifically, the purposes of these searches are to:

- Detect the possession of weapons or controlled substances
- Deter bringing weapons or controlled substances onto school grounds or during school activities
- Reduce the potential for violent incidents

Searches may be conducted under the following circumstances:

### **Searches Based on Reasonable Suspicion**

If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student. The administrator must:

- Be able to articulate the reasons for his/her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school administrators must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school administrators of the same gender as the student searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same gender).
- School can request law enforcement participation if necessary.

### **Canine Searches**

Schools may use trained detection dogs to search for illegal, unauthorized or contraband materials in school facilities and around school grounds. Detection dogs may sniff lockers, student use areas and other inanimate objects throughout the school property. An indication by the dog that illegal, unauthorized, or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate objects and closed containers and objects within, without securing the consent of the student.

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### **Local School Wellness**

Alliance schools are committed to establishing a positive school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

Alliance schools participate in the National School Lunch Program (NSLP), a federally-assisted meal program operating in public and nonprofit private schools and residential child care institutions. The NSLP provides nutritionally balanced, low-cost or free lunches to children each



school day. Alliance schools and food vendors comply with the federal and state regulations/requirements of the program.

### **Nutrition Promotion, Education and Physical Activity Goals to Promote Student Wellness**

Alliance schools partner with their food vendors to find ways to increase student access to healthy breakfast and lunch meal options, and to promote a healthy way of living. School staff shall encourage students to choose balanced and nutritious school meals, and shall minimize competitive food sales to increase participation in the school's nutrition program.

Also, the school's physical education programs shall be research-based and aligned to required content standards. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program.

Opportunities for student physical activity may be available through physical education classes, after-school programs, student athletics, intramural programs, and other activities.

### **Nutrition Guidelines to Promote Student Health**

Foods and beverages available to students at the school should promote and protect students' health, well-being and ability to learn. As such, the following guidelines have been established for foods available at the school:

- Nutritional standards adopted by Alliance schools for food and beverages sold to students shall meet or exceed state and federal requirements;
- Meals will be attractive and appealing to students;
- Meals will be served in clean and pleasant settings;
- Daily and weekly minimum requirements for the five components (e.g., meat/meat alternatives, grains, fruits, vegetables, milk) will be met;
- A variety of fruits and vegetables will be offered;
- All milk served will be low-fat (1%) and/or non-fat milk;
- Meals served will be within the nutrient targets for calories, saturated fats, sodium and trans-fat as defined by the USDA.

### **Stakeholder Involvement**

To allow for consistent messaging about student health and wellness and its link to academic performance, the principal or designee may disseminate information to parents/guardians through the school website, parent-student handbook, school newsletters, in-person meetings, and other forms of communication.

Alliance collaborates with Alliance schools and food vendors to discuss new ways to promote student health on campus and review/update the local wellness policy. Other stakeholders may include: school staff members, parents, students, community members and school board members.

### **Periodic Reviews**

Alliance works with food vendors throughout the school year to ensure food and beverages meet the nutrition guidelines defined above. The Home Office also conducts site monitoring reviews at Alliance schools each school year to evaluate the schools' processes/systems to ensure compliance with NSLP requirements. During these visits, an informal assessment of





schools' implementation of the wellness policy is also performed. If issues arise, the principal or designee may request additional reviews as needed.

**USDA Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

REV: 04/16

## STUDENT CODE OF CONDUCT

### Academic Integrity

Alliance schools believe in academic integrity and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments.

Examples of academic integrity violations include, but are not limited to:

- Plagiarism – submitting another person’s work as your own.
- Submission of falsified dates (written or oral).
- Copying another student’s work during an exam.
- Aiding others with acts of plagiarism and/or copying.
- Theft or unauthorized access to an exam.
- Use of unauthorized materials/equipment, including electronic devices, during an exam.
- Changing, altering or fabricating a grade, score or any other academic record.
- Unauthorized communication with any other person during an exam.
- Stealing or destroying the work of another student.

Consequences for violating the Academic Integrity Policy may be subject to disciplinary action at the discretion of the principal or administrative designee.

REV: 09/15

### Harassment, Discrimination & Bullying

Alliance schools believe all students have the right to a safe and civil learning environment. Discrimination, harassment, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Alliance schools prohibit any acts of discrimination, harassment, and bullying on school grounds or related to any school activity. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

“Discrimination, harassment, and bullying” describe the intentional conduct, including verbal, physical, written communication, or unwanted aggressive behavior for any reason, including cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

To the extent possible, Alliance schools will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Alliance school staff who witness acts of discrimination, harassment, and bullying will take immediate steps to intervene, in a manner that is safe and objective.



Allegations of harassment and bullying will be reviewed and investigated in a prompt, confidential and thorough manner by school administrators. Alliance schools prohibit retaliation against anyone who files a complaint or participates in the complaint investigation process.

A charge of harassment or bullying shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment or bullying may result in disciplinary action, up to and including suspension and/or expulsion as outlined below. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

A principal or administrative designee may refer a victim of, witness to, or other pupil affected by, an act of bullying to the school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and participation in a restorative justice program, as appropriate.

### **Harassment**

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. It includes, but is not limited to, any or all of the following:

- Verbal harassment is any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.
- Physical Harassment is any unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.
- Visual Harassment includes any derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.
- Sexual harassment is unwanted or demeaning conduct or comments directed at or about an individual on the basis of actual or perceived gender, sex, sexual behavior, sexual orientation, or other related personal characteristics, with the impact or intent to humiliate. Anti-gay and sexist epithets are forms of sexual harassment. Schools should investigate and respond to these incidents.
- Hostile Environment Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the school.

### **Sexual and Gender Based Discrimination**

Alliance schools will not discriminate against any student based on sex, sexual orientation, perceived sexual orientation, gender, gender identity, or gender expression.

All classes and courses will be conducted without regard to the sex of the pupil enrolled, and no pupil will be prohibited from enrolling in a class on the basis of the pupil's sex, except as permitted by law.

When programs, activities, and athletic teams are in place, Alliance schools will maintain separate programs, activities, and teams for male and female students. Students may participate in sex-segregated programs, activities, and athletic teams consistent with the student's gender identity.

Alliance schools maintain separate restroom facilities for male and female students. Single stall restrooms are general-neutral. Students may use facilities consistent with their gender identity. If there is a desire for increased privacy and/or safety, regardless of the underlying purpose or cause, any student and/or parent guardian may request a meeting with school administration to determine the appropriate accommodation(s).

### **Bullying**

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, that has or can be reasonably predicted to have the effect of one or more of the following:

1. Reasonable fear of harm to person or property.
2. Substantially detrimental effect on physical or mental health.
3. Substantial interference with academic performance.
4. Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.

*Bullying behaviors may include, but are not limited to:*

- Cyberbullying is bullying by electronic act, which includes transmission of a communication by text, sound, image, video, message, website post, social network activity, or other form of communication sent by an electronic device. It also includes creating a credible impersonation or a false profile of pupils.
- Indirect bullying is the use of intimidation or peer pressure to cause harm to a third party.
- Non-verbal bullying includes the use of threatening gestures, staring, stalking, graffiti or graphic images, and destruction of property to cause distress, intimidation, discomfort, pain or humiliation.
- Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
- Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
- Verbal bullying includes hurtful gossiping, making rude noises, name-calling, spreading rumors and teasing.

### **Student Responsibilities**

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment
2. Avoid any activity that may be considered discriminatory, intimidating or harassing
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome
4. Report all incidents of discrimination or harassment to the principal or administrative designee



5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately

Students who engage in discrimination, harassment, or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion as outlined below.

REV: 03/17

## Suspension and Expulsion

The Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Alliance schools. The policy, procedures and grounds for suspension/expulsion are based on Education Code 48900 et seq. As required by the Modified Consent Decree (MCD), Alliance schools also follow the District's Discipline Foundation Policy, including the school-wide positive behavior supports, alternatives to suspension, and restorative justice.

Each Alliance school will develop, maintain, and implement a comprehensive student discipline policy. The discipline policy will not be biased or discriminatory, and will follow the principles of due process. In the case of a student who has an IEP, or a student who has a 504 Plan, the school will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973

By signing the Parent/Student/Staff Compact, students and parents acknowledge their understanding of and their responsibility to the standards set forth in this handbook and in the discipline policy. The discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance.

### **Code of Conduct**

*Student responsibilities include, but are not limited to:*

- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy.
- Respecting fellow students and school personnel.
- Attending classes regularly and on time.
- Completing all assigned work (to the best of the student's ability).
- Being prepared for class (bringing materials such as books, homework, etc.).
- Participating in all assessment measures (e.g., tests).
- Respecting the property of the school and others.
- Keeping the campus clean.
- Wearing the school uniform. One school uniform shall be provided to each student per school year at no cost.

Alliance schools believe in a student discipline philosophy that is progressive in nature, but also emphasizes positive behavior supports to provide students with opportunities to improve. These include, but are not limited to: positive recognition, restorative practices, increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making.

*Students who violate the school rules are subject to, but not limited to the following progressive actions:*

- Verbal warning
- Phone call to parent/guardian
- Loss of privileges (e.g. attending afterschool activities, interscholastic sports, special non-instructional activities held during the school day, one-to-one assigned technology)
- Detention
- Conference with student and parent/guardian
- Suspension
- Expulsion

Suspended students and students in in-school suspension shall be excluded from participating in all school and school-related activities unless otherwise agreed upon by the principal or administrative designee (e.g., assistant principal) and the parent/guardian during the period of suspension. The maximum number of days a student may receive out-of-school or in-school suspension for is five (5) school days per incident. Expelled students shall be excluded from participating in all school and school-related activities.

#### **Grounds for Suspension and Expulsion**

A student may be suspended or expelled for prohibited misconduct, as outlined in the section below, if the act occurs at the Alliance school in which the student attends, a school-sponsored event, within a school under the jurisdiction of Alliance, or at a school within any other school district. The act may occur at any time, including, but not limited to:

- 1) While on school grounds,
- 2) While going to or coming from school,
- 3) During the lunch period whether on or off the school campus,
- 4) During, or while going to or coming from, a school-sponsored activity.



## LAUSD Suspension and Expulsion Matrix

Category I Student Offenses with <b>No</b> Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with <b>Limited</b> Principal Discretion	Category III* Student Offenses with <b>Broad</b> Principal Discretion
Principal <b>shall immediately</b> suspend and recommend expulsion when the following occur <b>at school or at a school activity off campus.</b> [E.C. 48915(c)]	Principal <b>must</b> recommend expulsion when the following occur <b>at school or at a school activity off campus unless</b> the principal determines that the expulsion is inappropriate. [E.C. 48915(a)(1)]	Principal <b>may</b> recommend expulsion when the following occur at any time, including, but not limited to, <b>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.</b> [E.C. 48915(b) and (e)]
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. <b>(Unless, in the case of "caused," the injury is serious. [See II.1])</b> E.C. 48900(a)(1); 48915(b) 2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. Disrupted school activities (school-wide activities; issued only by an administrator) E.C. 48900(k); 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**, 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)	13. Engaged in sexual harassment. E.C. 48900.2**, 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**, 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. <b>Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.</b> E.C. 48915(b) 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

\* For Categories II and III, the school must provide evidence of **one or both** of the following **additional findings**: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

\*\* Grades 4 through 12 inclusive.

Source: Los Angeles Unified School District Student Discipline & Expulsion Support Unit (August 14, 2014)

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

The offenses noted above are annotated excerpts from Education Code Section 48900. The school's student discipline code will confirm as the law changes.

### **Not Causes for Suspension/Expulsion**

The Alliance school's policy prohibits suspension and expulsion from being used as corrective measures in response to student misconduct of willful defiance as described in Education Code section 48900(k).

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (48900(w))

### **Process for Suspension**

Suspension is preceded by a conference conducted by the principal or administrative designee with the student and the student's parent/guardian. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation"





involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian is notified of the suspension, a request for a conference is to be made as soon as possible, and the conference is to be held as soon as possible.

### **Notice to Parents/Guardians**

At the time of suspension, the principal or administrative designee makes a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time the student may return to school. School administrators shall request to confer with the parent/guardian regarding matters pertinent to the suspension; parents/guardians are strongly encouraged to respond without delay as student violations of school rules may result in student expulsion from the school.

### **Length of Suspension**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. To the extent consistent with the Alliance school's individual charter, students who receive an extended suspension may be offered an interim placement at another LAUSD school, another Alliance school, or coursework from the attending school. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing.

### **Suspension Appeals**

The suspension of a student is at the discretion of the principal or administrative designee. Parents/guardians shall be notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal shall be submitted to the Chief Schools Officer and shall be heard if requested within five (5) school days of the notification of suspension by the principal or administrative designee. Upon consideration, the Chief Schools Officer's decision shall be final. The student shall be considered suspended until a meeting is convened to hear the appeal. The decision regarding the appeal will be made within one (1) school day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) school days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

During the term of the suspension, the school shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.

### **Authority to Expel**

A student may be expelled by a three (3) member panel, known as the Expulsion Panel that is designated by the School Board of Directors (“School Board”). The Expulsion Panel shall be selected by the Board President and will consist of Alliance staff. The members of the Expulsion Panel shall meet the following criteria:

- 1) The members shall have no knowledge or previous familiarity of the student or situation, and
- 2) The members are not school employees.

### **Process for Expulsion**

Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil’s parent/guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference within five (5) school days. During the conference, they will have the right to respond to the allegation. If necessary, they will be given three (3) additional school days after the conference to respond. This conference will also provide an opportunity to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee.

### **Expulsion Hearing**

A hearing to determine whether the student should be expelled is required for recommendation for expulsion. The hearing shall be held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel described above.

The principal or administrative designee provides written notice of the hearing to the student and the student’s parent/guardian within ten (10) calendar days before the date of the hearing.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Expulsion Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual agreement of the parent and the other Alliance school.



### **Written Notice to Expel**

Following a decision of the Expulsion Panel to expel, the principal or administrative designee shall send to the student and parent/guardian written notice of the decision to expel. This notice to expel a student will be sent by certified U.S. mail.

### **Appeal of Expulsion**

An expulsion decision may be appealed within 30 calendar days of the date of the Expulsion Panel's written decision to expel. The parent/guardian must submit the appeal in writing to the principal who will inform the School Board President. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present his/her appeal either verbally or in writing. The Expulsion Appeal Panel shall have three (3) members. The panel shall be selected by the School Board President. Panel members shall not be school employees, shall have no familiarity of the incident or student, and shall not be the same individuals that served on the Expulsion Panel. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) school days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

### **Alternative Placement**

In the event of a decision to expel a student, the school will work cooperatively with student's home school district, the county and/or other schools to find alternative placement for the student. The school shall communicate any incident of violent and/or serious student behavior to the district/school in which the student matriculates.

### **Rehabilitation Plans**

Pupils who are expelled from an Alliance school shall be given a rehabilitation plan upon expulsion as developed by the Expulsion Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Alliance school for readmission.

### **Readmission**

The school's Board of Directors shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, school's governing board shall readmit the pupil, unless school's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **Reinstatement**

The school's Board of Directors shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The school



is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Students with Disabilities**

In the case of student who has an IEP or a 504 Plan, the school will follow disciplinary procedures to comply with state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As required by state and federal mandates, the IEP team or 504 Plan team will meet to conduct a manifestation determination and to discuss alternative placement utilizing LAUSD's Special Education Policies and Procedures Manual.

Prior to recommending expulsion for a student with an IEP or a 504 Plan, the team will answer the two questions:

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. Was the misconduct a direct result of the school's failure to implement 504?

REV: 03/17

## PARENT AND FAMILY INVOLVEMENT

### Parent Involvement

Meaningful parent involvement is a critical dimension of effective schooling and improves student achievement. Research has shown that active and consistent parent involvement leads to student success.

#### **Parent/Student/Staff Compact**

The school firmly believes that all students can and will achieve at high levels when administrators, teachers, staff, and parents work in collaboration with each other. As stated in the Parent/Student/Staff Compact, each partner accepts responsibility for the successful education and college preparation of each student. This Compact is part of each student's enrollment packet and is explained to all new families during orientation.

#### **Parents as Partners (Parent Engagement)**

The school values the role of parents as their child's first teacher and welcomes their active involvement in their child's education. The school believes in:

- Parents as partners and in encouraging parents to take an active and meaningful role to ensure the success of the school.
- Parents being meaningfully and actively engaged in their child's education and responsible for supporting their child's learning at home.
- Helping parents understand what it will take to prepare their child for college.
- Encouraging parents to support the goals of the school through their voice and through volunteering 40 hours per school year (*failure to meet the recommended number of volunteer hours or to participate in the school's programs will have no effect on a student's enrollment, grades, credits, ability to graduate or participation in graduation activities*).
- Encouraging parents to attend 4 parent educational workshops each school year.
- The value of parent input. Parents are asked to complete a parent satisfaction survey each year.

REV: 04/17

### Parent Volunteering

There are a number of ways parents can volunteer. Parent volunteer service hours are earned by directly supporting the school and by supporting your child academically. Each family is encouraged to volunteer 40 hours per school year. Failure to meet the recommended number of volunteer hours or to participate in the school's programs will have no effect on a student's enrollment, grades, credits, ability to graduate or participation in graduation activities.

Possible volunteer activities to support the school include:

- Office support
- Breakfast and lunch distribution
- Field trip supervision and assistance
- Arrival and dismissal supervision
- Leadership activities
  - Participate in the School Coordinating Council, Town Hall, or School Board of Directors meetings
  - Plan/coordinate a school event (fundraising, prom,



- Yard or visitor's supervision
- School beautification
- graduation)
  - Serve on a committee (e.g., Teacher Appreciation)
  - Serve as a coach and/or support the school's athletic program
  - Civic engagement/advocacy on behalf of school

Possible volunteer activities to support students academically include:

- Parent workshop participation
- Classroom observations
- Parent-teacher conferences
- IEP meetings
- Counselor meetings
- Parent volunteer coupons
- Leadership activities
  - Speak in the classroom or for Career Day
  - Serve as a classroom helper
  - Mentor or tutor students
  - Lead a parent workshop
  - Participate in the Parent Leadership Academy

Alliance schools appreciate your participation as a parent volunteer and will make every attempt to match your interests and skills with projects or tasks that you are comfortable with.

REV: 03/17

### Volunteer Background Checks

- All volunteers must complete an Alliance Parent Volunteer Application and sign the Alliance liability waiver.
- The school shall perform a Megan's Law check prior to starting work with Alliance schools.
- All parent volunteers not directly supervised by school staff and who may have contact with students shall undergo a criminal background check completed through the appropriate state agency and/or the Federal Bureau of Investigation prior to being cleared for service.
  - If a volunteer who works with students without direct supervision of a school staff member is found at an Alliance school without a criminal background clearance, he/she will be sent home and prohibited from continuing to volunteer until such clearance is obtained.
  - Should a volunteer be convicted of a controlled substance offense, sex offense, or serious or violent felony during his/her volunteer period, the volunteer must immediately report such a conviction to his/her immediate supervisor.
  - Documentation will be kept on file with Alliance's Human Resources department.
- All parent volunteers that will have frequent or prolonged contact with students shall undergo a tuberculosis (TB) examination and be determined to be free of active TB.
  - If a volunteer who has frequent or prolonged contact with students is found at an Alliance school without a TB clearance, he/she will be sent home and prohibited from continuing to volunteer until such clearance is obtained.
  - Documentation will be kept on file with Alliance's Human Resources department.

Any entity providing student services that require frequent or prolonged contact with students will be contractually required to ensure that all employees have had the appropriate criminal background checks and TB clearances prior to starting work with Alliance students.

REV: 09/15

## Parent Rights

Parents are guaranteed certain rights within each Alliance school campus. Parents have the right to:

- Work in partnership with the school to help their child succeed.
- Observe the classroom(s) in which their child is enrolled or will be enrolled.
- Meet with their child's teacher(s) and principal.
- Volunteer under the supervision of school employees.
- Be notified if their child is absent from school without permission.
- Receive results of their child's performance on standardized and statewide tests and information on the performance of the school.
- Have a school environment for their child that is safe and conducive of learning.
- Examine curriculum materials of classes in which their child is enrolled.
- Be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise.
- Have access to the school records of their child and question anything that they feel is inaccurate, misleading, or is in violation of the student's privacy.
- Receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
- Receive information about any psychological testing the school does involving their child and to deny permission to give the test.
- Participate as a member of the school advisory committee, school coordinating council, or site-based management leadership group in accordance with any rules and regulations governing membership in these groups.

REV: 09/15

## Parent Information on Student Progress

### **Parent/Teacher Conferences**

Parent/ teacher conferences are held regularly throughout the school year (Alliance schools set individual dates). At these meetings, parents have the opportunity to meet with some of their child's teachers to discuss the child's progress and areas of focus. In addition, when a student experiences academic difficulties, or when the student is at risk of failing a course, a parent conference will be scheduled with the student to identify areas of concern and possible strategies for remediation. Attending parent/teacher conferences is highly encouraged.

### **Progress Reports**

Progress reports are distributed every five (5) weeks. Progress reports are not final and indicate a student's performance to-date in the semester.

### **Report Cards**





Report cards will be issued at the conclusion of each semester. Report cards include final grades that will be reflected on a student's transcript.

### **Pinnacle Gradebook**

Parents can follow student academic progress through the Pinnacle Gradebook. Student attendance, homework, grades, assignments, behavior, and test scores can be reviewed through Pinnacle on the internet. Pinnacle also provides a direct link to teacher email. To access Pinnacle, you will need the following:

- The website location: <https://laalliance.gradebook.net/Pinnacle/PIV>.
- Your Username
- Your Password
- School Name

Login information is distributed to parents soon after school starts. It is also available by contacting the school main office.

REV: 09/15

## **Parent Communication**

### **School-Home Communication**

#### ***Staff Contacting Parents***

Staff members may call home on occasion to inform parents of school events or to discuss specific issues regarding individual students. However, if you have not heard from one of your child's teachers, do not assume that your child is doing satisfactory work. If you want to ensure that you are getting updates on your child's progress, please check the Pinnacle Gradebook to note their current grade in a given class and see the "Home-School Communication" section below to find ways to reach out to your child's teachers with any specific questions.

#### ***Automated Phone Communication System***

The school uses an automated phone system to remind parents of schedule changes, holidays, or other important announcements. Please make sure to provide the main office with the phone number that is best for receiving such calls and to keep the main office notified (in writing) should you need to change this phone number.

#### ***School Correspondence***

School bulletins, periodic calendars, flyers and other important correspondence items are sent home with students or mailed home on a regular basis. Please ask your child or check your mail for school correspondence in order to keep informed of what is happening at school.

### **Home-School Communication**

#### ***Change of Contact Information***

Parents will be asked at the beginning of each school year to provide the school with current contact and emergency information. If your contact information changes during the school year (including all telephone numbers), it is the responsibility of the parent/guardian to provide the



main office with the updated information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent/guardian.

***Parents Contacting Staff***

All teachers and staff members may be contacted through email. Email addresses are located on the staff directory on the school website. You may also contact teachers by leaving a message with the school main office.

***Messages and Deliveries to Students***

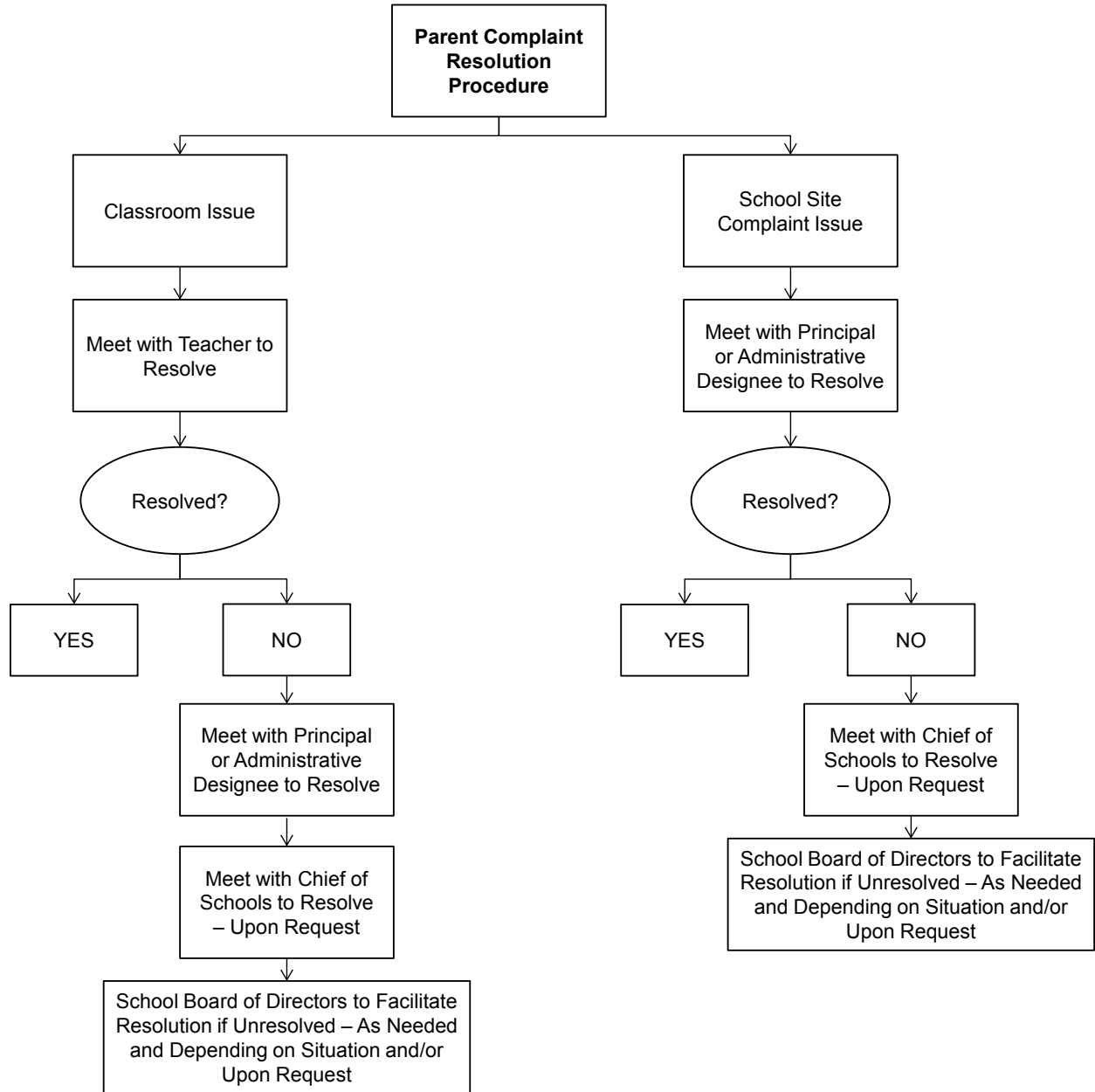
Parents who need to contact their child during the day must call the main office (cell phones in your child’s possession must remain put away with the volume off for the entire instructional day). In an effort to limit classroom disturbances, office staff will only deliver urgent messages from home students during the instructional periods.

REV: 09/15

**Stakeholder Complaint Procedure**

Complaints arising from within an Alliance school shall be resolved by the principal, Chief Schools Officer and/or Board of Directors.

Parent Complaint Resolution Procedures



REV: 04/17

**Uniform Complaint Procedure**

Alliance is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are



assigned to investigate.

This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- Complaints of unlawful discrimination, harassment, intimidation, or against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, gender expression, genetic information, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, marital or parental status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Alliance school program or activity.
- Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education, Career Technical and Technical Education Training Programs, Every Student Succeeds Act Programs, and Special Education Programs.
- A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899.
  - Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.

If the Alliance school finds merit in a complaint, or if the Chief of Schools finds merit in an appeal, Alliance shall provide a remedy to the affected pupil(s).



Alliance acknowledges and respects every individual's rights to privacy. In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the Compliance Officer or his/her designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law.

Alliance prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### **Compliance Officer**

The following compliance officer is designated to receive complaints:

Vice President of Operations  
601 S. Figueroa Street, 4<sup>th</sup> Floor  
Los Angeles, CA 90017  
(213) 943-4930

The Vice President of Operations or designee (collectively referred to herein as "Compliance Officer") shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Vice President of Operations or designee.

### **Notifications**

The Vice President of Operations or designee shall annually provide written notification of Alliance's Uniform Complaint Procedures to employees, students, parents/guardians and other interested parties.

The annual notice shall be in English. Pursuant to Section 48985 of the Education Code, if 15% or more of students enrolled in a particular Alliance school speak a single primary language other than English, the annual notice shall be provided in that language as well.

The Uniform Complaint Procedures shall be available in all Alliance schools' main offices and Alliance's Home Office. The Vice President of Operations shall make copies of the uniform complaint procedures available free of charge.

The notification shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints;
2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Education Code section 49010 *et seq.*;
3. Include information about complaints related to the Local Control and Accountability Plan, Annual Updates, or other Plan compliance requirements, pursuant to Education Code section 52075.



4. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable;
5. Advise the complainant of the appeal process, including the complainant's right to take a complaint directly to the CDE or to pursue remedies before civil courts or other public agencies; and
6. Include statements that:
  - a. Alliance is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs;
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
  - c. A complaint alleging unlawful discrimination, harassment, intimidation or bullying must be filed not later than six months from the date it occurred or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying;
  - d. The complainant has a right to appeal the decision to the CDE by filing a written appeal within 15 calendar days of receiving the decision;
  - e. The appeal to the CDE must include a copy of the complaint filed with Alliance and a copy of the decision; and
  - f. Copies of Alliance's uniform complaint procedures are available free of charge.

### **Procedures**

The following procedures shall be used to address all complaints which allege that the Alliance has violated federal or state laws or regulations governing educational programs. All complaints shall be investigated and resolved within 60 calendar days of Alliance's receipt of the complaint.

The Compliance Officer shall maintain a record of each complaint and subsequent related actions, in compliance with California Code of Regulations, Title 5, sections 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

### ***Step 1: Filing a Complaint***

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by Alliance.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.



Such a complaint shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. Upon written request by the complainant, the Compliance Officer may choose to extend the filing period for up to 90 calendar days.

Pupil fee complaints shall be filed no later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code section 49010 et seq. (pupil fees). Complaints related to Local Control and Accountability Plan compliance may also be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code section 52075.

If a complainant is unable to prepare a written complaint due to conditions such as disability or illiteracy, the complainant can receive assistance from Alliance staff.

### ***Step 2: Mediation***

Within ten (10) operating days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Alliance's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### ***Step 3: Investigation of Complaint***

The Compliance Officer is encouraged to hold an investigative meeting within fifteen (15) operating days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide the complainant with the opportunity to repeat the complaint orally.

The complainant and/or his or her representative shall have an opportunity to present the complaint and evidence, or information leading to evidence, to support the allegations in the complaint.

Refusal by the complainant to provide Alliance's Compliance Officer with documents or other evidence related to the allegations in the complaint, or otherwise fail or refuse to cooperate or





obstruct the investigation may result in dismissal of complaint because of a lack of evidence to support the allegation.

Alliance's refusal to provide the Compliance Officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

**Step 4: Response**

The Compliance Officer shall prepare and send to the complainant a written report of the investigation and decision, as described in Step #5 below, within sixty (60) days of Alliance's receipt of the complaint, unless extended by written agreement with the complainant.

Alliance's Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 calendar day total time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the complainant within 60 calendar days of receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

**Step 5: Final Written Decision**

Alliance's decision shall be in writing and sent to the complainant. Alliance's decision shall be written in English and, when required by law, in the complainant's primary language.

The decision shall include:

1. The finding(s) of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective action, if any are warranted;
6. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil remedies.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office of Civil Rights.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If a student or employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the student or employee was informed of Alliance's expectations. The report shall give no further information as to the nature of the disciplinary action.



If a complaint alleging noncompliance with the laws regarding Local Control and Accountability Plans or student fees, deposits and other charges is found to have merit, Alliance shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

**Appeal**

If dissatisfied with Alliance’s decision, the complainant may appeal to the CDE by filing a written appeal within 15 calendar days of receiving the Alliance’s final decision. The appeal shall specify the basis for the appeal and whether the findings of facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of Alliance’s final decision.

*Appeals of Alliance decisions regarding discrimination, harassment, intimidation, and/or bullying allegations, as well as findings regarding provision of accommodations to lactating students should be sent to:*

California Department of Education  
Education Equity UCP Appeals Office  
1430 N Street  
Sacramento, CA 95814

*Appeals of Alliance decisions regarding educational program complaints or pupil fees should be sent to:*

California Department of Education  
Categorical Programs Complaints Management Office  
1430 N Street, Suite 6408  
Sacramento, CA 95814

*Appeals of Alliance decisions regarding LCAP should be sent to:*

California Department of Education  
Local Agency Systems Support Office  
1430 N Street, Suite 6400  
Sacramento, CA 95814

*Appeals of Alliance decisions regarding special education compliance should be sent to:*

California Department of Education  
Procedural Safeguards Referral Service  
1430 N Street, Suite 2401  
Sacramento, CA 95814

Upon notification by the CDE that the complainant has appealed Alliance’s decision, the Vice President of Operations or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.



3. A summary of the nature and extent of the investigation conducted by Alliance, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of Alliance's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by Alliance when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which Alliance has not taken action within sixty (60) days of the date the complaint was filed with Alliance. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of Alliance's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Alliance has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

REV: 05/17

## SCHOOL-SPECIFIC POLICIES

### Absences

Students and parents should do everything in their power to guard against absences from classes, including taking good care of their health and arranging necessary appointments outside of school time. **The maximum number of parent-excused absences allowed at this school is 5 cumulative days each school year.**

### Procedure for Clearing Absences

**When the student returns to school, he/she must provide the school main office with a note from his/her parent/guardian within 5 school days explaining the reason for the absence.** Any student who is absent for medical, dental or other professional services must, in addition, present a note to the main office directly from the provider's office. The school is required to keep the note, signed by the parent/guardian for every student absence, on file. The note must be legible and signed in ink.

### School Uniform Requirements

#### Standard School Uniform

In accordance with the expectations of Alliance schools, all students attending Alliance schools must adhere to a strict uniform policy. One school uniform shall be provided to each student at no cost. Although each Alliance school may modify school colors as needed for school safety, students must adhere to the school's uniform requirements at all times.

<b>Overall</b>	<ul style="list-style-type: none"> <li>Any clothing item that may be construed as having gang affiliation is strictly prohibited (e.g., colored shoelaces, initialed belt buckles, cut-out belts, "sagging"/oversized clothing).</li> <li>Uniforms shall meet all provisions as set forth by the principal.</li> </ul>
<b>Shirts</b>	<ul style="list-style-type: none"> <li>Only Alliance school shirts are to be worn.</li> <li>Shirts must be tucked in at all times during school hours. When both hands are raised, the shirt must be long enough to remain tucked.</li> </ul>
<b>Sweaters, Sweatshirts and Jackets</b>	<ul style="list-style-type: none"> <li>Sweaters, sweatshirts, and jackets must be solid in color without logos (other than the school official logo).</li> </ul>
<b>Pants and Shorts</b>	<ul style="list-style-type: none"> <li>Only school-approved, solid-colored pants/shorts of an appropriately fitted size are allowed.</li> <li>Trousers must be at least ankle length but not touching the ground. The trouser hem must not be frayed or ripped. It is not permissible to cut the leg seam.</li> <li>Sweatpants are not allowed.</li> <li>Shorts must reach the top of the knee in length.</li> <li>Pants/shorts must be worn at waist level and not at the hip.</li> </ul>

	<ul style="list-style-type: none"> <li>Inappropriately tight and short clothing are not acceptable. This includes leggings, “skinny jeans” style pants, low-rise pants and/or hip-hugger pants for both girls and boys.</li> </ul>
<b>Skirts</b>	<ul style="list-style-type: none"> <li>Skirts must be in the school-approved color, an appropriately fitted size, and fall just above the student’s kneecaps.</li> </ul>
<b>Footwear</b>	<ul style="list-style-type: none"> <li>Only closed-toe dress shoes or tennis shoes are allowed.</li> <li>Shoes must be plain and solid-colored, and may not contain colored shoelaces, stripes or logos.</li> </ul>
<b>Belts</b>	<ul style="list-style-type: none"> <li>If a belt is worn, only tan, brown, or black, a standard width, and properly worn at waist level.</li> <li>Belts and belt buckles must not have logos, studs, chains, writings, or initials.</li> </ul>
<b>Headwear</b>	<ul style="list-style-type: none"> <li>Hats, bandanas, hoods, beanies, wave caps, sweatbands and visors are not allowed.</li> </ul>
<b>Jewelry</b>	<ul style="list-style-type: none"> <li>Dangling/excessive jewelry and piercings are not allowed.</li> </ul>
<b>Backpacks</b>	<ul style="list-style-type: none"> <li>Backpacks must be a plain solid color and kept clean. No markings made with markers, paint, whiteout, will be allowed.</li> </ul>

Any modifications and changes to the uniform policy and requirements are at the discretion of the principal or administrative designee.



## FORMS AND SIGNATURES

### Parent/Student/Staff Compact

#### **ALLIANCE COLLEGE-READY PUBLIC SCHOOLS COMPACT FOR PARENTS, STUDENTS AND STAFF RESPONSIBILITY AND ACCOUNTABILITY FOR COMMITMENT TO COLLEGE READINESS**

All students have a right to and deserve a rigorous quality educational experience that enables them to meet graduation requirements and be ready for successful college entrance. The Alliance school community firmly believes that all students can and will achieve when there is a collaborative effort between staff, administrators, parents and students whereby each group clearly understands expectations and accepts responsibility for the successful education and college preparation of each individual student. Therefore, the Alliance school community agrees to provide and maintain a learning environment in which:

Alliance School Staff will:

- Understand and teach grade level/course curriculum based on the California and Common Core State Standards and A-G college preparation courses.
- Assign relevant individual and team student projects and communicate with parents regarding student academic and social progress.
- Be in regular attendance and encourage students to achieve a 95% attendance rate.
- Communicate school policies to students and parents regarding discipline, homework, attendance, grade level/subject area expectations, A-G course and college entrance requirements.
- Work to meet the individual needs of students in ongoing advisory counseling, coursework and college entrance preparation, assist in development and semester review of student's Learning Plan.
- Maintain accurate records of student academic performance and behavior.
- Provide a safe, clean, positive, and peaceful school environment that supports student learning and personalized teaching.

Alliance Student(s) will:

- Arrive on time to class each day, in uniform, and prepared to learn.
- Be an active, cooperative learner and seek assistance from instructors when needed.
- Complete and submit all class assignments, projects, and homework in a timely manner and to the quality standards expected of a scholar.
- Follow the school's code of conduct for personal behavior and accept consequences for actions.
- Be respectful of self and all others in achieving the goals of graduation and college-entrance.
- Adhere to all school policies as outlined in the Parent-Student Handbook.

Alliance Parent(s)/Guardian(s) will:

- Encourage students to be active and responsible learners who complete project assignments and homework, and seek assistance when needed.
- Work to ensure that students are in regular, punctual attendance each day.
- Support school policies regarding discipline, safety, proper school attire, project assignments and homework, attendance, textbook care, etc.
- Participate in advisory team support of their child and ongoing analysis of student work.
- Try to complete 40 hours of parent volunteer service at school each year when possible.
- Try to attend Parental Learning Support workshops when possible.

## Family Education Rights and Privacy Act (FERPA)

### **Overview**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA.

### **Notification of Rights under FERPA**

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

1. The right to inspect and review the student's education records within 45 days after the day Alliance College-Ready Public Schools ("Alliance") or the Charter School receives a request for access. Please note that the California Education Code permits access within 5 days of the request.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal or administrative designee a written request that identifies the records they wish to inspect. The school principal or administrative designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Alliance or the Charter School to amend their child's or their education record should write the school principal or administrative designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.





3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

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

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –
  - To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
  - To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is

- already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
  - In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
  - To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
  - To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
  - To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
  - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
  - To comply with a judicial order or lawfully issued subpoena, if applicable requirements are met. (§ 99.31(a)(9))
  - To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
  - Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
  - To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
  - To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))



## Parent/Guardian Acknowledgement and Agreement

This is to acknowledge that my child and I have received a copy of the 2017-2018 Parent-Student Handbook. We understand that it sets forth the terms and conditions of student enrollment, as well as the duties, responsibilities, and obligations of students. We understand and agree that it is our responsibility to read the Parent-Student Handbook and to abide by the rules, policies, standards set forth within including the dress code and the school-family compact signed during the initial orientation process. We further understand that the Parent-Student Handbook may be changed during the school year as necessary and that when we are notified of any changes, it is our responsibility to follow the revised policies.

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**School Name Printed**

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**Parent/Guardian Name Printed**

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**Parent/Guardian Signature**

**Date**

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**Student Name Printed**

**Student Grade Level**

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**Student Signature**

**Date**