

**Alliance Collins Family College Ready  
High-School  
2016-17 Parent/Student Handbook**



**ALLIANCE FOR COLLEGE READY SCHOOLS**



Content:

Introduction

Mission/beliefs/ESLR's

Graduation Requirements

College Ready Parents/Students/Staff  
responsibility

Uniform Policy

Advisory/Grading Policy/Report Cards.

School Accountability Results and Data

Teleparent

School Accountability Report Card (SARC)

School- Home Communication

Teachers Contacting Parents by Phone

School Testing and API Data

School correspondence

Change of Contact Information

Messages and deliveries to students

Visitors

Physical Education Uniform

Excused absences

Attendance Policy

Absences

Parent notification of student absence

Procedure for clearing absences

Out-Of Uniform Consequences

School-related absences

Unexcused absences

Long-term absences

Make-up Assignments

Tardiness Policy

Meals

Administrative Supervision

Health Services

School Safety and Emergency Drills

Safe School Plan

Fire Drills

Disaster Drills (i.e. Earthquake)

Bomb Threats

Evacuation Plan

Personal property

Cellular Phones

Skateboards and Bicycles

Lost and Found

Unacceptable Uses of the Computer or the Internet

Acceptable Uses of the Computer or the Internet

Technology and Internet Usage

Internet Safety

Privacy Policy

Penalties for Improper Use of Alliance Account

Disclaimer

Student Council

School Activities

Field Trips

Textbooks

Dances and School-sponsored Events

Sports Teams

Clubs

Suspension and Expulsions Procedures

Discipline Policy

Code of Conduct

Suspension

Reasons for suspension

Process for Suspension

Readmission Plan

Parents as Partners (Parent Engagement Policy)

Parent Engagement

School of Choice Provision

Parent/Student/Staff School Compact

Data Collection and Reporting – Special Education

Tips To Help Your Child Succeed

Volunteering

Leadership Opportunities for Parents

Educational Workshops for parents

Parent/Teacher Conferences

Parent Rights

NONDISCRIMINATION STATEMENT

SEXUAL HARASSMENT POLICY

## INTRODUCTION

### Alliance for College-Ready Public Schools

#### Who we are:

We are a charter management organization (CMO) whose mission is to open and operate small successful charter schools in Log Angeles county area, where all students are expected to graduate ready for success in college.

As of August 2015, Alliance has 27 schools open for operation, 17 of them high school and 10 middle schools serving over 11,000 students.

Alliance for College Ready Public schools target communities of low-socioeconomic whose student populations come from traditionally underprivileged demographic areas.

#### What is a public charter school?

A public charter school is a free public school, which is approved by both Los Angeles Unified School District and the State of California. Charter schools run independently from LAUSD and are accountable for their school results.

#### Why smaller schools?

In smaller schools, students and their families become well known and are given more individualized attention. The teachers become more familiar with their students and develop mentor life-long relationships with their students. Instructional plans and student scheduling is individualized to meet the specific needs of each student. Small schools are safer.

#### What is special about Alliance Schools?

Typical Alliance schools have an enrollment of 600 students or less in grade 9-12 and 6-8. Teacher per pupil rating is approximately 25:1. Alliance schools have a longer Calendar year at 190 days. Alliance schools also have longer school hours that run from 7:45-3:30 (3 two-hour periods each day). Alliance schools are committed towards their established **mission and core values**.

- High success rate on California state academic standards
- 100% success rate on passing California High School Exit Exam (CAHSEE)
- 100% four-year graduation rate
- 100% of student continuously enrolled for four years are accepted to college

## MISSION / VISION / ESLR's

### I. MISSION/ VISION/ GOALS/ ESLR'S

#### MISSION

The mission of Alliance Collins Family College-Ready High School is to operate a small, high-performing school to prepare each student to enter and succeed in college. The primary strength of ACFCRHS is the highly accountable educational model guided by our FIVE ALLIANCE CORE VALUES, which include:

1. High expectations for all students
2. Small, personalized schools and classrooms
3. Increased instructional time
4. Highly qualified principals and teachers
5. Parents as partners

The Alliance educational model is based on what research has shown to be best educational practices and will serve as a research and development model for other public schools.

#### VISION

The vision for Alliance Collins Family CRHS is to successfully prepare students' readiness for college & careers by implementing an effective model of instruction that provides learning opportunities for all students. Using the latest research based instructional strategies, supports, and technology, we will develop our students' skills and knowledge to meet the needs to the 21st century. Furthermore, by defining the expectations of the new common core state standards through the collaborative efforts of the instructional team, we will provide a well-rounded, rigorous education that will increase student performance on college-readiness indicators including SAT, ACT, AP, and EAP exams.

#### 2016-17 GOALS

- Increase 40+ hour parent volunteers by 2% and 20+ hours parent volunteers by 10%.
- Increase seniors eligible to be accepted to a 4-year college/university by 2%.
- Increase English Language Learner reclassification rate by 2%.
- Have 80% of senior students complete at least 2 AP courses before graduation.
- Increase AP student passing percentage rate for students with 3.0 or higher by 1%
- Increase EAP Exempt and Conditionally Exempt passing rates by 2%
- Improve student Lexile reading levels by 5%

### Schoolwide Learner Outcomes

#### Become Critical Thinkers

- Analyze the validity and causation of concepts.
- Develop claims and gather evidence to support the analysis of an argument.
- Identify meaning from multiple sources of information
- Identify patterns when analyzing data in graphs or text.
- Be critical of the information obtained.

#### Become Excellent Communicators.

- Justify an argument using evidence to back your claims
- Be precise when using vocabulary during academic discourse.
- Communicate & collaborate with others to overcome challenging experiences.
- Enhance communication with technology and media

#### Embody College Readiness

- Connect your identity with your long term goals.
- Understand & Explore college expectations.
- Train yourself to be successful in college.
- Give back to your community.
- Demonstrate high scores in statewide measures (ex. SBAC) & college ready indicators (ex. AP, Lexile, EAP, SAT, & ACT)

## GRADUATION REQUIREMENTS “Embody College-Readiness”

To successfully graduate from an Alliance Collins Family College-Ready High school, each student must:

- ✓ Earn a total of **230 units/credits**.
- ✓ Obtain a passing score on the California High School Exit Exam (CAHSEE) **Subject to change**. Take the A-G College.
- ✓ Preparatory Coursework and pass **all** A-G courses with a grade of C or higher. Of the 230 credits required to graduate, **180** are required A-G credits.
  - Core Courses offered may be Standard Core or Advanced Placement.
  - Advanced Placement Courses and Exams may be on-site
  - All courses are transferable to other schools or universities to meet graduation requirements.

### ALLIANCE A - G COLLEGE PREP COURSEWORK AND GRADUATION REQUIREMENTS

Subject Area	Grade 9 [65 credits]	Grade 10 [65 credits]	Grade 11 [65 credits]	Grade 12 [65 credits]
<b>A-G UC/CSU Requirements</b>	Advisory [5]	Advisory [5]	Advisory [5]	*Advisory [5]
<b>(a) History / Social Science</b> - 3 yrs required: - 30 credits		<b>(a)</b> World History [10] AP World History [10]	<b>(a)</b> U.S. History [10] AP U.S. History [10]	<b>(a)</b> American Government (AP)(sem.)[5] & <b>(g)</b> Economics (sem.) [5]
<b>(b) English/Language Arts</b> - 4 yrs required: - 40 credits	<b>(b)</b> English 9 [10]	<b>(b)</b> English 10 [10] Honors English 10 [10]	<b>(b)</b> English 11 [10] AP English Language & Composition [10]	<b>(b)</b> Expository Reading & Writing [10] AP English Literature [10]
<b>(c) Math</b> - 3 yrs required - 30 credits	<b>(c)</b> Integrated Math 1 [10] Integrated Math 2 [10]	<b>(c)</b> Integrated Math 1[10] Integrated Math 2[10] Integrated Math 3[10], or Pre-Calculus [10]	<b>(c)</b> Integrated Math 3[10] Pre-Calculus [10] or Calculus [10]	<b>(c/g)</b> Pre-Calculus [10] Calculus [10] Or AP Calculus [10]
<b>(d) Laboratory Science</b> - 4 yrs required - 40 credits	<b>(d)</b> Environmental Science [10] Biology [10]	<b>(d)</b> Biology [10] Chemistry [10]	<b>(d)</b> Chemistry [10] Chemistry Honors [10] AP Chemistry [10] or AP Envi. Science [10]	<b>(d/g)</b> AP Envi. Science [10] AP Chemistry [10] STEM [10]
<b>(e) Language other than English</b> - 2 yrs required - 20 credits	<b>(e)</b> Spanish 1 [10]	<b>(e)</b> Spanish 1 [10] Spanish 2 [10] Or AP Spanish Language [10]	<b>(e)</b> Spanish [10] <b>(e/g)</b> AP Spanish Language [10] or AP Spanish Literature [10]	<b>(e/g)</b> AP Spanish Literature [10]
<b>(f) Visual / Performing Arts</b> - 1 yr required - 10 credits				<b>(g)</b> Art I [10] AP Studio Art [10] Dance [10]
<b>(g) College Prep Elective</b> - 1 yr (2 semesters) - 10 credits (g) courses		<b>(g)</b> Creative Writing [10]	<b>(g)</b> Journalism [10] College Ready English [10] Sociology [10]	<b>(g)</b> Journalism [10] Sociology [10]
<b>Other Electives</b>	Intro to Kinesiology [10]		Intro to Kinesiology [10] Martial Arts [10]	Intro to Kinesiology [10] Leadership [10] Yearbook [10]

## **COLLEGE-READY PARENT(S)/GUARDIAN(S) RESPONSIBILITY**

1. All parents are to submit a complete enrollment packet prior to child/student attending class.
2. All parents are encouraged to ensure that their students are active and responsible learners who complete project assignments and homework, and seek assistance when needed.
3. Work to ensure that students are in regular, punctual attendance each day.
4. Support Alliance Collins Family College-Ready High School policies regarding discipline, safety, proper school attire, project assignments and homework, attendance, textbook care, etc.
5. Are encouraged to complete 40 hours of parent volunteer service at Alliance Collins Family College-Ready High School each year.
6. Attend educational workshops for parents.

## **COLLEGE-READY STUDENT(S) RESPONSIBILITY**

1. All students are expected to arrive on time to class each day, in uniform, and prepared to learn.
2. Be active, cooperative learners and seek assistance from instructors when needed.
3. Complete and submit all class assignments, projects, and homework in a timely manner and to the quality standards expected of a scholar.
4. Follow the Discipline Plan for personal behavior and accept consequences for actions.
5. Be respectful of self and all others in achieving the goals of graduation and college-entrance.
6. Adhere to the Code of Conduct as outlined in the student agenda and parent handbook.

## **COLLEGE-READY STAFF RESPONSIBILITIES**

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

We believe that student attire affects the learning environment of the school campus. Alliance Collins Family College-Ready Academy High School relies upon the good judgment and taste of both students and parents with respect to grooming and appearance. Cleanliness, neatness, and due regard for the legitimate sensibility of other constitutes the basic goals and norms of the school. The following uniform policies apply to all students of Alliance Collins Family College-Ready High School. There is no exception to the uniform policy. All students are required to wear their uniforms daily unless otherwise approved by administrative team.

- Uniform attire, including pants or shorts, must be no smaller/larger than one size of the student’s regular clothing size.
- No alterations to the uniform are permitted.
- Uniform shirts color will be based on the student’s grade. (See information below) Under shirts must be white. No other color will be permitted.
- Students will be allowed to use only the ACFCRHS black sweatshirt with the school logo or College sweatshirt. No other sweatshirt or sweaters will be allowed. If students do not follow uniform policy they will be confiscated.
- 12<sup>th</sup> grade students have the privilege of wearing the Senior sweatshirt.
- Head/hair accessories such as hats, bandanas, and beanies are not to be worn. No gloves allowed.
- No attire that may be a distraction will be allowed. Distracting attire includes, but is not limited to, accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Earrings must no exceed the size of a dime. No glass or plastic earring with pointed edge allowed. Safety reasons.
- Shirt must be tucked in at all times; detention will be assigned if rule is not followed
- Belts must be worn, black color only leather with plain buckle, no adjustable cloth (webbing) belts with or without initial buckles is accepted. No multi-color belts allowed. They will be confiscated.
- Only solid black, gray or white tennis shoes will be allowed. Shoes must not have any design on them, for example skulls, stars, poke dots, no boots of any type.

**9<sup>TH</sup> GRADE**

White polo shirt  
Black uniform pants/shorts

**10<sup>TH</sup> GRADE**

Baby blue polo shirt  
Black uniform pants/shorts

**11<sup>TH</sup> GRADE**

Beige polo shirt  
Black uniform pants/shorts

**12<sup>TH</sup> GRADE**

Dark Gray polo  
Black Uniform pants/shorts

**ADVISORY**

Providing a personalized learning environment in our schools through Student Advisory is a core value in the Alliance educational model.

Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.

Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team.

The advisory focuses on four primary areas: 1) Personal Development, 2) Social Responsibility, 3) College and Career, 4) Community Building The advisory teacher serves as the students’ counselor for four years so that students are connected to a consistent adult for guidance with studies, student relationships, and planning for college. All students will be well known and supported through small advisory groups of 20- 25 students. A credentialed teacher will serve as advisor and will work with the same students through graduation. The advisory structure will provide a small focused support group to motivate and support each individual student’s progress.



## **ACADEMIC GRADES**

Alliance high school graduation requirements and grading policies are in alignment with University of California (UC) and California State University (CSU), undergraduate admissions requirements. Like the UC, CSU and other accredited colleges and universities throughout the United States, Alliance students may earn passing grades of “A”, “B”, and “C.” The Alliance does not issue the letter grade of “D,” since colleges & universities do not accept “Ds” for college admission. Students who do not demonstrate proficiency in a course earning a grade of Not Proficient, “NP” (not proficient enough to pass) are required to retake the course to earn credit. Students who have “D” grades on transcripts prior to this policy receive unit credit but not A-G course completion.

## **COURSE CREDIT FROM INSTITUTIONS OUTSIDE AN ALLIANCE SCHOOL**

Students who transfer into an Alliance school with a grade(s) of “D” must retake the course to meet the Alliance’s “A-G” high school graduation, and college/university undergraduate admission requirements. Students will receive unit credit on their transcript but the credit will not count towards A-G course completion.

- All high schools in Alliance College-Ready Public School system accept high school credit from public and private high schools:
  - ✓ Accredited by Western Association of Schools and Colleges (WASC)
  - ✓ The course(s) are approved by the University of California Office of the President (UCOP)
- Alliance Principals may require a student to take and pass the Alliance high school’s final exam or end of course test (to prove proficiency for course(s) taken outside of an Alliance school within the current school year) to receive credit and a transcript grade for the course. Students not passing the final or end of course test will receive unit credit but will not count towards A-G course requirement.

## **Life Skills Grade**

Life skill grades are based on four primary areas: Participation in class, Behavior, Working in groups, and Classwork/Homework completion. Students will be graded on a 4-1 scale.

- 4- Advanced
- 3 - Proficient
- 2 - Basic
- 1 - Below Basic

## **PROGRESS REPORTS**

Official progress reports are distributed at parent conferences according to the following schedule:

- 5-Week Fall Progress Report (September 10)
- 10-Week Fall Progress Report (October 15)
- 15-Week Fall Progress Report (November 19)
- Report Card- Final Fall Semester (mailed home)
- 5-Week Spring Progress Report (February 11)
- 10-Week Spring Progress Report (March 17)
- 15-Week Spring Progress Report (May 5)
- Report Card- Final Spring Semester (mailed home)

## **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 (“I”), 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 “I” to a letter grade. If a student does not complete the work by the deadline, they risk failing the class.

### **TRANSFER GRADES**

Completed coursework from other schools will be accepted for credit at our school if the following criteria are met:

- The course meets equivalent standards of the ACRPS course. (UC approved courses can only be made up with equivalent UC approved courses.)
- The student must provide the Alliance campus with an official transcript before credit will be awarded.
- If the student intends to take required classes at a community college, the course must be approved by the school administrator prior to enrollment to ensure the equivalency of the college class.
- If a student transfers from another school mid-semester, his or her transfer grades for courses currently in progress will be factored in to the equivalent ACRPS courses, as the ACRPS instructor deems appropriate.
- The school may assign partial credit for courses in progress at the previous school that are not offered at the Alliance campus.

Similarly, the school may award partial credit for courses that a student enrolls in mid-semester in which the student was not previously enrolled at the previous school. Transfer grades will be added to the student’s transcript, but will not replace the grades previously earned.

### **SCHOOL ACCOUNTABILITY RESULTS AND DATA**

#### **SCHOOL TESTING AND API DATA**

Information regarding STAR Testing, California High School Exit Exam (CAHSEE), and Academic Performance Index (API) Score can be found at: <http://www.cde.ca.gov/>  
This information is also available from the school site and the internet  
<http://www.laalliance.org/performance/10-11/SARCs/03-HP%20SARC%2010-11.pdf>

#### **SCHOOL ACCOUNTABILITY REPORT CARD (SARC)**

It is the policy of every Alliance school to annually issue a School Accountability Report Card. A copy of the report is available at the school site.

### **SCHOOL- HOME COMMUNICATION**

#### **TEACHERS CONTACTING PARENTS BY PHONE**

Expect regular phone calls from teachers regarding your child’s progress. If you do not hear from one of your child’s teachers, do not assume your child is doing satisfactory work. The only way to assure your child is on track is to communicate with your child’s teachers by phone, email or by setting up an appointment.

#### **TELEPARENT**

Staff members and/or parent volunteers call home on a regular basis to inform parents of school events and to discuss specific issues regarding individual students. The school also uses a “Teleparent” system to remind parents of schedule changes, holidays, or other important announcements. Please make sure that you provide the office with the phone number that is best for receiving such calls. Should you wish to change this contact number during the school year, please provide the office with the change in writing.

#### **SCHOOL CORRESPONDANCE**

School bulletins, monthly calendars, flyers and letters from the Principal are sent home with students on a regular basis. Please ask your child or check your child’s backpack for school correspondence in order to keep abreast of what is happening at school.

### **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 each parent/guardian to provide the Main Office with this new 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 or guardian.

### **MESSAGES AND DELIVERIES TO STUDENTS**

Students may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages to students during the instructional periods.

### **VISITORS**

Parents/guardians of current students are welcome to visit the school. All visitors must enter and sign-in at the Main Office. Students may not have friends, siblings, or other relatives visit them at school at any time.

Prospective students, who would like visit the school, can do so if accompanied by a parent or guardian on a scheduled tour accompanied by a school administrator.

### **UNIFORM POLICY**

Students at each Alliance campus must adhere to a strict uniform policy. The specific uniform required for ACFCRHS is as follows:

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The following uniform requirements apply to all students:

- Uniform items, including pants, shorts, and shirts, must be no larger than one size of the student's regular clothing size
- Inappropriately tight and/or short clothing, such as tights or leggings is not acceptable
- Sweaters, sweatshirts, and jackets must school or college-affiliated and approved by the administrative team.
- Head/hair accessories such as hats, bandanas, and beanies are not to be worn
- Outerwear (jackets, sweatshirts, etc.) must be Alliance logo uniforms
- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry.
- All uniform shirts will be tucked in for the entire instructional day.

The following clothing items are expressly prohibited for all students:

- Sweatpants
- Jeans
- Low-rise and/or hip-hugger pants
- Caps, hats, bandanas, or hoods
- No articles of clothing may be worn inside out
- Any clothing that does not properly cover the body
- Any clothing that may be construed as having gang –affiliation (colored shoelaces, initialed belt buckles, cut-out belts, “sagging”/oversized clothing, etc.)

### **PHYSICAL EDUCATION UNIFORM**

All students taking physical education courses are required to “dress” for physical education every day. A supervised changing area with separate areas for males and females will be available. The physical education uniform required for ACFCRHS School is:

- A White t-shirt with school logo
- Black sweatpants or Black shorts
- Tennis shoes

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

#### **OUT-OF UNIFORM CONSEQUENCES**

Parents will be contacted immediately when their student is not adhering to the uniform policy described above.

Students are expected to be responsible for coming to school in uniform prepared to learn and to check their own attire. Uniform checks will be conducted routinely by all staff. Students who are not in compliance with the uniform policy will be dealt with on an individual basis by the administration.

#### **ATTENDANCE POLICY**

Student success has a direct correlation with consistent and punctual attendance in class and school related events. Students with good attendance records achieve higher grades, enjoy school more, are more successful in their pursuit of higher education, and are more employable after leaving school.

California law states that every student shall attend school punctually and regularly and conform to the regulations of the school. It is ACRPS policy that students attend class regularly; that work missed because of school related activities or illness must be promptly made-up; that truancy is unacceptable; and that other absences approved by the parent be minimized or avoided whenever possible.

Alliance schools strive to achieve at least a 95% attendance rate each month and for the year.

#### **ABSENCES**

##### **PARENT NOTIFICATION OF STUDENT ABSENCE**

A staff member will call home at the start of the instructional day if a student is not present. Parents should call the school to explain the reason for the student absence, if possible, before 7:45 a.m.

##### **PROCEDURE FOR CLEARING ABSENCES**

When a student returns to school after being absent, he/she must provide the Main Office with a dated note from a parent/guardian explaining the reason for the absence and the duration.

Absences longer than 2 days due to illness 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.

##### **EXCUSED ABSENCES**

Absences are those that are recognized by the state as legal excused absences:

- If a student is personally ill, and his/her attendance in school would endanger his/her health or the health of others;
- Serious illness or death in the student's immediate family necessitates absence;
- Special/recognized religious holiday observed by student's faith;
- A required appearance in a court of law.

### **SCHOOL-RELATED ABSENCES**

- Field Trips
- Academic Events
- School Office Appointments
- Suspension

### **UNEXCUSED ABSENCES**

Absences not defined above as “excused” are unexcused absences, also included are:

- Unverified absence
- Truancy
- Absence due to taking an early vacation or extending a vacation.

Unexcused absences may result in a loss of privileges, detention, or Saturday school until missing work is completed.

### **LONG-TERM ABSENCES**

Learning works best when each student attends every day. Although occasional absences are unavoidable, long-term absences pose a special challenge to learning. Class participation and group projects are vital components of the educational program, and 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 Main Office with an estimate of how long the student will be absent. Periodic updates would be appreciated.

Faculty and staff will work on a case-by-case basis with parents/guardians to help keep an extended-absent student from falling behind. A student must obtain a long-term absence study contract from their teachers if leaving the school for an extended period. A student returning from an extended absence may require supplemental tutoring and/or remediation beyond the school to attain proficiency.

### **MAKE-UP ASSIGNMENTS**

Students must make up all assignments, tests, and quizzes upon returning to school. Students should always try to get his/her assignment(s) from their classmates 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 the teacher about missed work and due dates. Teachers will set their own class policies for returning work when absent.

A student who will be absent for three consecutive school days may get his/her assignments by contacting the Office or emailing the office manager. When requesting assignments, please keep the following in mind:

1. Upon a request for missed work, teachers will submit the assignment to the student office within 24 hours of the request.
2. Please do not request assignments for students who have been or will be absent fewer than three consecutive school days.

### **TARDINESS POLICY**

The instructional day begins at 7:40 a.m. with the ringing of the warning bell. Students are expected to be in seats ready to engage in the instructional program by 7:45 a.m. A student who does not meet this expectation is considered tardy and will be detained in the office and given detention.

To provide our students with the best possible education, each Alliance campus has adopted a ***Tolerate No Tardies (TNT) Policy***. In the Parent/Student/Staff School Compact which states “students can and will achieve when there is a collaborative effort between staff, administrators, parents and students...” students and parents are expected to plan their time effectively in order for students to arrive to class on time at 7:45

a.m. It is our belief that each child should be entitled to maximum instructional time each day, each period; therefore a tardy policy will be implemented which supports and reinforces our school's mission.

Under the *Tolerate No Tardies Policy* a student who arrives at school after the 7:45 a.m. bell is considered tardy. All tardy students should report to the office to get their agendas signed.

## **MEALS**

All students are provided with both nutrition and lunch during the school day. Nutrition will be served four days a week and is 20 minutes long. Lunch is served everyday and is 30 minutes long. Students at the lunch line are identified using their School ID.

## **HEALTH SERVICES**

Basic health services are offered in the Main Office. Although the school does not have a health specialist on staff, a school staff member is available to provide assistance during school hours.

Procedures: Students in need of health services during class time must obtain permission from the teacher. A student report directly to the Office where a staff member will determine the student's needs and take appropriate action.

**NON-PRESCRIPTION DRUG POLICY:** School employees may NOT distribute any non-prescription medication. Students may NOT carry, consume, or distribute any non-prescription medication for pain relief (or for any other reason) to anyone.

## **ADMINISTRATIVE SUPERVISION**

Supervision is provided for all school sponsored programs, activities, and meals during the instructional day.

To insure the safety of our students, it is important that students do not arrive before 7:00 a.m. and that they leave promptly at the conclusion of his/her 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 insure 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.

## **SCHOOL SAFETY AND EMERGENCY DRILLS**

Emergency drills such as earthquake and fire drills, are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with staff members who in turn teach them to students.

If an emergency occurs during regular school hours, students are to report to their regularly scheduled class. If at break, lunch-time, or at the end of the day, students are to report to their Advisor in their Advisory classroom.

If an emergency occurs when not on the school campus, students are to report to their supervising teacher. Supervising personnel will call the school to report any problem.

If the emergency extends beyond the end of the school day, students will not be released until it has been determined that it is safe to do so. Before students are released, parents must sign them out in the Main Office.

## **SAFE SCHOOL PLAN**

### **FIRE DRILLS**

Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

### **DISASTER DRILLS (I.E. EARTHQUAKE)**

Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine, will be initiated by an earthquake bell. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with a second earthquake bell and visual cues from the administration team.

In the event of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the event of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

### **BOMB THREATS**

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation bell will ring and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company,

and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

#### **EVACUATION PLAN**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation bell. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) will be searched by unassigned staff members designated by the principal.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

#### **PERSONAL PROPERTY**

Students will be solely responsible for bringing items 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 instructional program (i.e. iPods, PSPs, Nintendo, etc.) to be kept at home.

#### **CELLULAR PHONES**

Students are allowed to bring cellular phones to school in case of the need for parent contact during an emergency situation outside of the supervised instructional day. If you want your child to carry a cellular phone to school, the device must be put away with the volume off for the entire instructional day.

Students may not call on their personal phones for a parent/guardian pick-up during the instructional day for any reason other than a school emergency. Students who do not follow this rule will have their phones confiscated.

Parents who need to contact their child during the day must call the main office.



## **SKATEBOARDS AND BICYCLES**

Students may ride a skateboard or bicycle to school. Upon arriving to campus, students must store their skateboard or bicycle in a designated storage area. Students may not ride their skateboard or bike during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboard/bicycle confiscated. Only the parent/guardian may retrieve the confiscated item. The school is not responsible for any loss or damage to equipment.

## **LOST AND FOUND**

The lost-and-found will be in the Main Office. Students who have lost clothing, keys, etc. should check in the office to see if the items have been turned-in.

## **TECHNOLOGY AND INTERNET USAGE**

### **ACCEPTABLE USES OF THE COMPUTER OR THE INTERNET**

The account provided by the Alliance should be used only for educational or professional purposes. Staff may use the Internet for personal use only if such use is incidental and occurs during their duty-free time.

If a user is uncertain about whether a particular use of the computer network or the Internet is appropriate, he or she should consult a teacher or supervisor.

### **UNACCEPTABLE USES OF THE COMPUTER OR THE INTERNET**

The following uses of the account provided by the Alliance are unacceptable:

- Uses that violate any state or federal law or municipal ordinance are unacceptable. Unacceptable uses include, but are not limited to the following:
  1. Selling or purchasing any illegal substance;
  2. Accessing, transmitting, or downloading child pornography, obscene depictions, harmful materials, or materials that encourage others to violate the law; or
  3. Transmitting or downloading confidential information or copyrighted materials.
- Uses that involve the accessing, transmitting or downloading of inappropriate matters on the Internet, as determined by the school board, local educational agency or other related authority
- Uses that involve obtaining and or using anonymous email sites.
- Uses that cause harm to others or damage to their property are unacceptable. Unacceptable uses include, but are not limited to the following:
  1. Deleting, copying, modifying, or forging other users' e-mails, files, or data;
  2. Accessing another User's email without their permission, and as a result of that access, reading or forwarding the other User's e-mails or files without that User's permission;
  3. Damaging computer equipment, files, data or the network;
  4. Using profane, abusive, or impolite language;
  5. Disguising one's identity, impersonating other users, or sending anonymous e-mail messages;
  6. Threatening, harassing, or making defamatory or false statements about others;
  7. Accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
  8. Accessing, transmitting or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance; or
  9. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."
  10. Using any district computer to pursue "hacking," internal or external to the district, or attempting to access information that is protected by privacy laws.
- Uses that jeopardize access or lead to unauthorized access into Accounts or other computer networks are unacceptable. Unacceptable uses include, but are not limited to the following:
  1. Using other users' account passwords or identifiers;
  2. Disclosing one's account password to other users or allowing other users to use one's accounts;
  3. Getting unauthorized access into other users' accounts or other computer networks; or
  4. Interfering with other users' ability to access their accounts.

- Commercial uses are unacceptable. Unacceptable uses include, but are not limited to the following:
  1. Selling or buying anything over the Internet for personal financial gain; or
  2. Using the Internet for advertising, promotion, or financial gain; or
  3. Conducting for-profit business activities and engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes.

#### **INTERNET SAFETY**

- In compliance with the Children's Internet Protection Act ("CIPA"), the 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 the School District. [Note: CIPA does not enumerate any actual words or concepts that should be filtered or blocked. Thus, CIPA necessarily requires that the Alliance determine which words or concepts are objectionable.] However, no software is foolproof, and there is still a risk an Internet user may be exposed to a site containing such materials. An account user who incidentally connects to such a site must immediately disconnect from the site and notify a teacher or supervisor. If an Account user sees another user is accessing inappropriate sites, he or she should notify a teacher or supervisor immediately.
- In compliance with CIPA, the Alliance and its representatives will implement a mechanism to monitor all minors' on-line 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, as determined by the school board, local educational agency or other related authority. The Alliance reserves the right to monitor other users' (e.g., employees, students 17 years or older) 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 eighteen accesses his/her Alliance account or the Internet outside of school, a parent or legal 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 and legal guardians should inquire at the school or district 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
- Account users shall not reveal on the Internet personal information about themselves or about other persons. For example, Account users should not reveal their full names, home addresses, telephone numbers, school addresses, or parents' names on the Internet.
- Account users shall not meet in person anyone they have met on the Internet in a secluded place or a private setting. Account 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.
- Account users will abide by all Alliance security policies.

#### **PRIVACY POLICY**

The 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 the Alliance. Account users do not have any right to or expectation of privacy regarding such materials.

### **PENALTIES FOR IMPROPER USE of ALLIANCE ACCOUNT**

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 dismissal from employment from the Alliance, or criminal prosecution by government authorities. The Alliance will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.

### **DISCLAIMER**

- The Alliance makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of the Accounts. The Alliance also denies any responsibility for the accuracy or quality of the information obtained through the Account.
- Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the Alliance, its affiliates, or employees.
- Account users are responsible for any losses sustained by the Alliance or its affiliates, resulting from the Account users' intentional misuse of the Accounts.

### **TEXTBOOKS**

Textbooks will be checked out by each subject area teacher directly to the student. Students are responsible for the textbooks which are issued to them. The school is not responsible for stolen, lost, or damaged books. Report lost books immediately. Withdrawing or transferring students must have returned all school materials, books, and equipment before any transfer records will be released.

### **SCHOOL ACTIVITIES**

#### **FIELD TRIPS**

Throughout the school year, the students may take field trips. These trips are a part of the interdisciplinary curriculum and may include walking trips, or chartered bus transportation. Participation is required as these are important learning experiences. Only excused absences are permitted. Field Trip Forms will be sent home at least one week prior to the planned trip.

#### **STUDENT COUNCIL**

Student council is an important key to what happens at each Alliance campus. Students, with the help of faculty, plan and carry out the many activities and events which make the school great. There are many opportunities for students to become involved. The purpose of Student Council is to promote positive student morale and to plan, fund and sponsor events throughout the year. Students can participate in a variety of roles on Student Council from Executive and Class Officers.

#### **DANCES AND SCHOOL-SPONSORED EVENTS**

Dress for most school-sponsored social events outside of the regular instructional day must adhere to the “free-dress policy.” Students who are not dressed appropriately will not be allowed to participate in the activity.

Students will be asked to present their ID card to enter school-sponsored events. Students must remain inside or within specified areas once they have arrived. Once a student leaves the event, the student cannot return. Parents are expected to pick up their student immediately following the end of the event. Students are expected to follow school rules at all school-sponsored events.

#### **SPORTS TEAMS**

Each Alliance high school campus will be a member of the CIF and compete officially against other schools in athletics. The sports in which the school will field a team will depend on student and staff interest. All students who participate on a team must meet CIF’s rules for academic eligibility as well as the school policies, which

requires a minimum grade point average of 2.0 and zero class ratings of “NP”. Additionally, students must meet behavioral requirements and must be present at school on game days in order to compete.

### **CLUBS**

The school will have a variety of clubs and will consider adding new ones each year in response to students’ interests and faculty sponsorship.

### **SUSPENSION AND EXPULSIONS PROCEDURES**

#### **DISCIPLINE POLICY**

Each Alliance campus will develop, maintain, and implement a comprehensive student discipline policy. The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process. The policy will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA. The school will follow Alliance policy and the law regarding the discipline of special education students and will notify the appropriate Alliance office responsible for student discipline proceedings if it expels any student whose home school is a Alliance school.

The discipline policy will be reviewed with students and parents upon admission to the school and signing of the parent/student/staff compact. By signing the Parent/Student/Staff School Compact, students and parents acknowledge their understanding of and their responsibility to the standards set forth in the discipline policy. The discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance.

#### **CODE OF CONDUCT**

Student responsibilities will include, but not be limited to:

- Following all rules of behavior and conduct
- 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 (bring materials e.g. books, homework)
- Participating in all assessment measures (e.g. tests)
- Respecting the property of the school and others
- Keeping the campus clean
- Wearing school uniform

Unacceptable student behavior will include, but not be limited to:

- Excessive talking unrelated to instruction
- Classroom disturbance
- Eating in class
- Failure to follow direction
- Horseplay/pushing/throwing/running/yelling
- Bringing IPOD’s, MP3, video games, etc.
- Cheating
- Inappropriate use of technology and telecommunications
- Use, possession or sale of alcohol, tobacco or a controlled substance.
- Fighting
- Possession of a knife, gun, explosive or other dangerous objects.
- Possession of tagging paraphernalia, etc.
- Destruction of school property (Tagging, breaking, carving, damaging, etc.)
- Theft
- Failure to follow school determined of lawful directions of staff members.

Students who violate the school rules are subject, but not limited to:

- Verbal warning
- Loss of privileges (e.g., detention)
- A notice to parents
- Conference with student/parent
- Reverse Suspension (Saturday School)
- More severe consequences in accordance with Education Code and Penal Code stipulations.

Any student who engages in repeated violations of behavior will be required to attend a meeting with the school's staff and the student's parent. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations.

### **REVERSE SUSPENSION "SATURDAY SCHOOL"**

Reverse suspensions are assigned to students who have not met the behavioral expectations on a consistent basis or whose offense calls for a greater consequence. Students are asked to attend Saturday school to engage in community services activities. The goal of a reverse suspension is to reinforce positive behaviors with additional time on campus.

### **SUSPENSION**

Students who present an immediate threat to the health and safety of others may be suspended. A written remediation plan will be prepared that clearly describes progressive discipline measures, grounds for suspension, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reasons for suspension, length of suspension, and provision for student's education while suspended.

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any if the following:

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

### **REASONS FOR SUSPENSION**

The school may suspend a student for any of the following reasons as specified in the California Education Code section 48900:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products in any form.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm.
14. Committed or attempted to commit a sexual assault or sexual battery.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
18. Aided or abetted the infliction or attempted infliction or physical injury to another person (suspension only).

Grades 4-12

48900.2 – Committed sexual harassment

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence

48900.4 – Engaged in harassment, threats, or intimidation directed against school personnel or pupils

48900.7 – Made terroristic threats against school officials, school property or both.

## **PROCESS FOR SUSPENSION**

### Informal Conference

Suspension will be preceded by an informal conference conducted by the administrative staff, with the student and the student's parent. 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 will be notified of the suspension, a request for a conference will be made and conducted as soon as possible.

### Notice to Parents

At the time of suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

### Length of Suspension

The length of suspension for students may not exceed a period of 10 continuous days unless an administrative recommendation has been made and agreed to by the student's parent. If a student is recommended for a period of suspension exceeding 10 continuous days, a second conference will be scheduled with the parent to discuss the progress of the suspension upon the completion of the 10th day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

## **READMISSION PLAN**

The decision to readmit a pupil or to admit a previously expelled pupil from another Alliance or charter school shall be at the sole discretion of the school's governance and the pupil, parent or guardian, or representative, to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's admission or readmission is also contingent upon the capacity of the school at the time the pupil seeks admission or readmission.

## **DATA COLLECTION AND REPORTING – SPECIAL EDUCATION**

The school will collect and produce data regarding the suspension and expulsion of special education students as required by the Special Education Modified Consent Decree.

Discipline procedures for students with special needs will include positive behavioral interventions.

## **SCHOOL OF CHOICE PROVISION**

*Each Alliance campus is a school of choice. No student is required to attend, and no employee is required to work at the charter school.*

*Alliance* students living within the attendance area of *Alliance* who do not desire to attend the charter school may attend another school in *Alliance*. Alternatives to the school for these students living within the *Alliance* attendance area who opt not to attend the charter school will be the same as those offered to all other students currently residing in the district. These students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.

## **PARENT ENGAGEMENT**

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

## **PARENT/STUDENT/STAFF SCHOOL 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 School Compact, each partner accepts responsibility for the successful education and college preparation of each student. This document is part of each student's enrollment packet and is explained to all new families during orientation. Continuing parents and students are asked to sign the compact at the beginning of each school year.

## **PARENTS AS PARTNERS (PARENT ENGAGEMENT POLICY)**

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:

- Parents are partners and are encouraged to take active and meaningful role to insure the success of the school.
- Parents are encouraged to be meaningfully and actively engaged in their child's education and responsible for supporting their child's learning at home.
- Parents are encouraged to also understand what it will take to prepare their child for college.
- Parents are encouraged to support the goals of the school through their voice and through volunteering a minimum of 40 hours per year.
- Parents are encouraged to attend at least 4 Parent Education Academy Sessions each year
- Complete an annual parent satisfaction survey

## **TIPS TO HELP YOUR CHILD SUCCEED**

Research shows that effective and consistent parent participation leads to student success. Below are some suggestions to help your child succeed academically.

### Tips to Help Your Child Succeed

1. Encourage your child to be an active and responsible learner who completes and turns in assignments and homework when they are due and seeks assistance when needed.
2. Ensure that your child arrives to school on time each day and supports school policies such as discipline, safety, proper school attire, text book care, etc.
3. Review your child's agenda and encourage your child to use it on a regular basis to keep track of homework assignments, projects, exams and other important school events.
4. Monitor your child's overall progress on a regular basis. Do not wait until progress reports and report cards are issued to find out how your child is doing in school.
5. If your child is struggling with their school work or needs help, speak with your child's advisor and/or teachers and ensure that your child attends after school tutoring.
6. Help your child establish a regular time and place to study and to complete their homework and school projects. Make sure your child's study area is well-lit and is stocked with necessary school supplies.
7. Talk to your child about what is happening at school and what they are learning.
8. Encourage your child to read for pleasure and limit TV, video game and Internet usage.
9. Attend all scheduled parent/teacher conferences, school activities and parent educational workshops.
10. Support your child's school by volunteering a minimum of 40 hours each year. Contact the school for more information.

### **VOLUNTEERING**

There are a number of ways you can volunteer and demonstrate your commitment. 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. Twenty hours should be applied to supporting the school and 20 hours should be applied to supporting your child academically. (For more information, refer to the Volunteer Policy and Guidelines.)

Possible volunteer activities to support the school include:

- Office support
- Fundraising activities
- Breakfast and lunch distribution
- Field trip assistance and supervision
- Special events assistance
- Arrival and dismissal supervision
- Yard supervision
- Visitor's supervision
- Take-home assignments
- Initiating phone trees
- Leadership activities such as serving as the parent representative for your child's advisory class, participation in the parent advisory committee, school board of directors, or participating in other school committees

Possible volunteer activities to support your child academically include:

- Saturday parent workshop participation
- Classroom visits
- Classroom support
- Tutoring support
- Serving as a parent mentor
- Assisting with the development and dissemination of the school newsletter

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



### How to Volunteer

Review the descriptions of possible volunteer activities and sign-up for a specific volunteer activity at the Parent Orientation or during Back to School Night. A schedule will be developed based on your interests and availability. Feel free to call the school at the beginning of the school year or any time thereafter to volunteer.

### **LEADERSHIP OPPORTUNITIES FOR PARENTS**

Volunteers who serve as parent leaders on a school committee or special activity for the entire school year or for the duration of a particular project will automatically earn 20 hours of service credit.

Leadership opportunities for parents include participation in the following committees:

- Advisory Committee
- School Board of Directors
- Teacher Appreciation Committee.
- School Beautification Committee
- Recruitment Committee

### **EDUCATIONAL WORKSHOPS FOR PARENTS**

*Parents are encouraged to attend four educational workshops each year.* This will count towards the annual 40-hour volunteer service commitment. To participate in a workshop or special training for parents, refer to the schedule of parent workshops for the year.

### **PARENT/TEACHER CONFERENCES**

Parent/teacher conferences are held every 5 weeks. At this time parents have the opportunity to meet with some of their child's teachers or the entire instructional team to discuss progress and areas students need to strengthen. (For more information, refer to Parent/Teacher Conference Tips.)

Teachers are available for parent conferences every day. If you have concerns regarding your child's grades, please contact the school to schedule a conference during the teacher's conference period.

### **PARENT RIGHTS**

Parents are guaranteed certain rights within each Alliance 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 the 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 the class(es) 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 site council, or site-based management leadership group in accordance with any rules and regulations governing membership in these groups.

### **NONDISCRIMINATION STATEMENT**

The Los Angeles Unified School District is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The District prohibits discrimination and harassment based on an individual's actual or perceived sex (including pregnancy, childbirth, or related medical condition), sexual orientation, gender (including gender identity), ethnic group identification, race, ancestry, national origin, religion (including religious accommodation), color, mental or physical disability, age, marital 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, or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admission or access to, or treatment or employment in, all District programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in District programs or activities.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate crimes may be found in other District policies that are available in all schools and offices. It is the intent of the District that all such policies are reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

The District prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

**For inquiries or complaints related to discrimination or harassment based on a student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); ethnic group identification, race, color, ancestry, or national origin (Title VI); or mental or physical disability (Section 504), contact:**

**Sue Spears, Director, Educational Equity Compliance Office  
District Title IX and Section 504 Coordinator  
(213) 241-7682**

**For inquiries or complaints related to employee-to-employee discrimination or harassment, contact:**

**Equal Employment Opportunity Section  
(213) 241-7685**

**Both offices located at:  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, CA 90017**

## SEXUAL HARASSMENT POLICY

The Los Angeles Unified School District is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students, or persons doing business for the District is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy.

The District considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades four through twelve. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three. However, students enrolled in Kindergarten and grades one through three may be subject to other disciplinary actions.

Any student or employee of the District who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator or Title IX Complaint Manager so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

**California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:**

- **Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.**
- **Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.**
- **The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.**
- **Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.**

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

**For inquiries about District policies and procedures related to sexual harassment, including how to file a complaint of sexual harassment, contact:**

**Educational Equity Compliance Office - Sue Spears, Director and District Title IX Coordinator, at (213) 241-7682, when issues or complaints involve students, or  
Equal Opportunity Section, at (213) 241-7685, when issues or complaints involve employees**

## PARENT/GUARDIAN ACKNOWLEDGMENT AND AGREEMENT

This is to acknowledge that my student and I have received a copy of the Alliance College-Ready Public Schools Student/Parent 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 Student/Parent 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 student/parent 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.

\_\_\_\_\_

Date

\_\_\_\_\_

Parent Name Printed

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Student Name Printed

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Advisory Teacher Name

