



ALLEGIANCE STEAM ACADEMY

SPECIAL MEETING OF THE BOARD OF DIRECTORS

April 8, 2019

5:30 pm closed session

7:00 pm open session

Meeting Location:

5862 C Street, Chino, CA 91710

AGENDA

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

Allegiance STEAM Academy- Thrive charter school (“Allegiance STEAM Academy”), also known as ASA Thrive, is a direct-funded, independent, public charter school operated by the Allegiance STEAM Academy nonprofit public benefit corporation and governed by Allegiance STEAM Academy, Incorporated corporate Board of Directors (“Board”). The purpose of a public meeting of the Board, is to conduct the affairs of Allegiance STEAM Academy in public. We are pleased that you are in attendance and hope you will visit these meetings often. Your participation assures us of continuing community interest in our school.

1. Agendas are available to all audience members at the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact Allegiance at: info@asathrive.org
2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Public Comments.”
3. “Public Comments” are set aside for members of the audience to comment. However, due to public meeting laws, the Board can only listen to your issue, not take action. The public is invited to address the Board regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Please turn in comment cards to the Board Secretary prior to the item you wish to speak on. These presentations are limited to three (3) minutes.
4. In compliance with the Americans with Disabilities Act (ADA) and upon request, Allegiance STEAM Academy may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Allegiance STEAM Academy.

I. Preliminary

A. Call to Order

The meeting was called to order by Board Chair at _____.

B. Roll Call

Present Absent

Andrew Vestey, Chairman	_____	_____
Samantha Odo, Secretary	_____	_____
Melanie Choi, Treasurer	_____	_____
Marcilyn Jones, Member	_____	_____
Jason Liso, Member	_____	_____

C. Public Comments- Items not on the Agenda

No individual presentations shall be for more than three (3) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

D. Approval of Agenda for Board Meeting for April 8, 2019.

Recommended the Board of Directors approve the Agenda for Special Board Meeting for April 8, 2019

Motion: _____ Second: _____ Roll Call: _____

II. Public Announcement of Reason for Closed Session:

A. Public Comments on Closed Session Items

Comments related to closed session items shall be limited to no more than three minutes. If you wish to speak on an item that will be discussed in closed session, please turn in a comment card to the Board Secretary.

B. Closed Session- For Discussion/ Possible Action

- a. Public Employee Performance Evaluation (Gov. Code 54957(b))
Title: CEO/ Principal

II. Open Session:

A. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

1. Ad hoc Committee: Charter Petition Renewal Committee

Mr. Jason Liso has submitted a resignation for his position on the Ad hoc Committee: Charter Petition Renewal Committee due to scheduling conflicts. Mr. Jason Liso resigned from the committee effective March 21, 2019. Due to his resignation, the ASA Board of Directors shall nominate and approve a replacement.

- a. The Allegiance STEAM Academy Board of Directors nominate
_____ to serve on the Ad Hoc Committee: Charter Petition Renewal
Committee

2. Admissions and Enrollment Policy

See attached

It is recommended the Board of Directors:

- a. Approve and adopt the revised Admissions and Enrollment Policy

Motion: _____ Second: _____ Roll Call: _____

3. Student Discipline Policy

See attached

It is recommended the Board of Directors:

- a. Approve and adopt the Student Discipline Policy

Motion: _____ Second: _____ Roll Call: _____

4. Student Conduct Policy

See attached

It is recommended the Board of Directors:

- a. Approve and adopt the revised Student Conduct Policy

Motion: _____ Second: _____ Roll Call: _____

5. Student-Family Handbook

See attached

It is recommended the Board of Directors:

- a. Approve and adopt the revised Student-Family Handbook

Motion: _____ Second: _____ Roll Call: _____

B. ADJOURNMENT

It is recommended the Board of Directors:

- a. Adjourn the Special Board Meeting for April 8, 2019 at _____

Motion: _____ Second: _____ Roll Call: _____



ADMISSIONS AND ENROLLMENT POLICY

Admissions

For admission to ASA Thrive, students must apply directly to the school. ASA Thrive will use an open enrollment admission policy for all California students, and will not discriminate on the basis of residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and racial background, language spoken, religion or political belief, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or any other characteristics described in Ed Code 220. ASA Thrive will not charge tuition.

ASA Thrive shall maintain complete and accurate records of its annual admissions and enrollment processes.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. As noted above, students and their parent(s)/guardian(s) must complete an application and submit it directly to ASA Thrive. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In accordance with California State Education Code 47605 (d) (2), a public random drawing shall be used when admissions requests exceed the available space. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the District-approved exemptions. Admission preferences in the case of a public random lottery will be given to the following students in the order below:

- Currently enrolled students (exempt from lottery);
- Siblings of currently enrolled students (exempt from lottery; the purpose of this exemption is to keep families together and is permissible if approved by the chartering authority pursuant to Education Code section 47605(d)(2)(B));
- Children of ASA Thrive staff and children of Founding Members and Founding Board of Directors combined (exempt from lottery; shall not exceed 10% of total enrollment);
- Children residing within CVUSD boundaries (2:1 weighting in lottery); and If the Charter School is physically located in the attendance area of a District public elementary school in which at least 50% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and **students who reside in that elementary school attendance area** will be given preference in accordance with Education Code Section 47605.3 (**3:1 weighting in lottery**).

These admissions preferences provide for siblings of current students to attend the Charter School so as not to split families between various schools. For employees of the Charter School, these preferences would provide an opportunity for their children to attend the Charter School, while not exceeding 10% of the total enrollment. Preferences for siblings of students currently enrolled, staff member children, and children of Founder Members and Founding Board Members will help ensure buy-in and pride in the educational community.

ASA Thrive and the District shall mutually agree that the preferences in the ASA Thrive public random drawing as listed above are consistent with Education Code Section 47605(d)(2), and applicable federal law and non-regulatory guidance.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall have the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the intent to enroll form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The lottery shall take place within one-hundred twenty (120) calendar days of the closing of the open enrollment period. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. Families do not have to be present to participate in the lottery drawing. Those individuals whose names are drawn after all spaces have been filled shall be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. The waiting list shall expire at the end of each school year. Students remaining on the waiting list at the end of each school year must go through the open enrollment process for the upcoming school year, if they remain interested in attending the school.

All lottery protocols may be refined as deemed necessary by the Board of Directors.

Families promoted from the waiting list will be contacted when there is an opening. Contact may include email, personal phone call, and/or U.S. Postal Service. Parents/Guardians will have five (5) business days from the date of first notification to respond. In addition, the school will attempt on at least one (1) additional occasion to contact the parent(s)/guardian(s) of students promoted from the waiting list during the five (5) day period. Those families not responding within the five (5) day period will forfeit their right to enroll their student in the school, and the next student on the waiting list will be contacted to fill the open position. Parents who forfeited their right to accept enrollment when offered, but are still interested in enrolling at ASA Thrive at another time, must reapply.

Enrollment and Orientation

After admission, students will be required to submit an enrollment packet, which shall include the following:

- o Student enrollment form;
- o Proof of Immunization;
- o Home Language Survey;
- o Completion of Emergency Medical Information Form;
- o Proof of minimum age requirements
- o Release of educational records (from previous schools).

ASA Thrive shall provide orientation information to parents and students that explains the instructional program and policies, including, but not limited to the following:

- o Student behavior codes, including the suspension and expulsion provisions; o Student dress codes;
- o Student attendance policy;
- o Parental involvement opportunities;
- o Care of school property; and
- o Commitment to the academic program.



STUDENT DISCIPLINE POLICY & DUE PROCESS

Introduction

This Student Discipline Policy (“Policy”) for Allegiance STEAM Academy (“School”) has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

The Policy will be printed and distributed as part of the Student and Family Handbook and will clearly describe discipline expectations. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the main office.

Prohibited Student Behavior includes but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment

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4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to the students, staff, or the school. Due to extensive damage done to school property, gum is not allowed to be sold, possessed, and/or chewed on school property. The school shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)
9. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
10. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
11. Plagiarism or dishonesty on school work or tests
12. Inappropriate attire
13. Tardiness or unexcused absence from school
14. Failure to remain on school premises in accordance with school rules
15. Student dance movements and mannerisms must fall within the standards of good taste and decency. Dancing that is lewd, lascivious, or deemed inappropriate based on school standards will not be tolerated. Physically dangerous dancing or movements will not be permitted. Students who engage in inappropriate behaviors will be stopped and warned on the first occasion. Parents will be contacted and students will be asked to leave the dance should students continue the inappropriate behavior. School officials are given the right to make decisions on suitable dance movements.

Logical Consequences for Inappropriate School Behavior

Disciplinary Action

All responses to student inappropriate school behavior shall include elements of teaching, or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior. Disciplinary action may be taken for any student conduct that interferes with the operations of the school or the welfare of the student or others.

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Disciplinary Action Options

Alternatives to removal from class or dismissal shall be used whenever possible unless the behavior of the student places the student or others in danger, or a removal/dismissal is required by other law, policy, or procedure. Any discipline for a violation of student behavior expectations will be based on all available facts and circumstances of the violation and is solely within the discretion of the school. Any violation of a school rule will result in disciplinary action. Disciplinary action may range from a simple verbal warning, parent contact, removal from class, or other appropriate disciplinary action up to and including expulsion or exclusion, as depending on the nature of the infraction.

Suspension and Expulsion

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Suspension

Definition: Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following: Reassignment to another education program or class at the School where the student will receive continuing instruction for the length of day prescribed by the Board for students of the same grade level; Referral to a certificated employee designated by the Principal to advise students; Removal from the class, but without reassignment to another class for the remainder of the class period without sending the student to the Principal or designee.

While suspended, the student may not loiter on or about any School grounds at any time, nor attend or participate in any School activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action.

Authority

The CEO/Principal or designee may suspend a student from class, classes or the school for a period up to ten consecutive days, not to exceed twenty school days in any academic year. The CEO/Principal or his/her designee may extend a student's suspension pending final decision by the Board of Directors of the School, or a formal committee thereof, on a recommendation for

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expulsion. On a recommendation for expulsion, the Board of Directors may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students. A student may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of Allegiance STEAM Academy. A student may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

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

Grounds

Students may be suspended or expelled for any of the following acts (whether completed, attempted or threatened) when it is determined the student:

Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense;
Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Principal or designee's written concurrence;

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind;

Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant;

Committed or attempted to commit robbery or extortion;

Caused or attempted to cause damage to school property or private property;

Stole or attempted to steal school property or private property;

Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel;

Committed an obscene act or engaged in habitual profanity or vulgarity;

Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5;

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Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties;

Knowingly received stolen school property or private property;

Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;

Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4;

Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness;

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma;

Made terrorist threats against school officials and/or school property;

Committed sexual harassment;

Caused or participated in an act of hate violence;

Engaged in or attempted to engage in the hazing of another;

Committed acts of dishonesty;

Committed vandalism/malicious mischief;

Committed forgery;

Falsely activated a fire alarm or improperly used safety equipment when no emergency existed;

Caused ongoing minor disturbances that disrupted instruction;

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment;

Has excessive office referrals (four or more).

The above list is not exhaustive and depending upon the offense, a student may be suspended or expelled for misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

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Procedures Required to Suspend

Step One: The Principal or designee shall investigate the incident and determine whether or not it merits suspension. Searches: In order to investigate an incident, a student's attire, personal property, school property, including books, desks and school lockers, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. Illegally possessed items shall be confiscated and turned over to the police.

Step Two: The Principal determines whether the offense warrants a police report. The Principal will report certain offenses to law enforcement authorities in accordance with Education Code section 48902. When the Principal releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the Principal shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse.

Step Three:

Suspension will be preceded by a conference between the Principal and the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. During the conference, the student shall be orally informed of the reason for the suspension, the evidence against him, and be given the opportunity to present informal proof of his/her side of the story. The conference may be omitted if the CEO/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

The conference will be held within two school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform him/her of the suspension and the reasons therefore.

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If a student is suspended without the conference, both the student and the parent/guardian will be notified of a student's right to return to school for the purpose of a conference.

Step Four

The CEO/Principal or designee determines the appropriate length of the suspension up to five (5) consecutive days, when suspensions do not include a recommendation for expulsion. In addition a student who is suspended may be provided with alternative assignments. Arrangements may be made with a student's family for picking-up schoolwork and assignments and making-up of missed assignments. All IDEIA mandates will be followed for students with disabilities.

Step Five

The CEO/Principal or designee fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's discipline file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Six

The CEO/Principal may require the student and his/her parent/guardian to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.

Suspensions Involving Individuals with Disabilities

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a

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suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

When suspensions involve special education students, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The CEO/Principal or designee shall notify the student's parents, special education teacher, and other appropriate parties when the student's cumulative days of suspension for that school year reaches eight.

The manifestation determination meeting shall include the School, the parent, and relevant members of the student's IEP Team. The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or 2) the conduct in question was the direct result of the School's failure to implement the IEP.

If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability. If the conduct is deemed a manifestation of the disability, the IEP Team shall either 1) conduct a functional behavioral assessment, create a plan and implement it; or 2) if a behavioral plan is pre-existing, the IEP team shall review it and modify it as necessary to address the behavior. In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the School and parent agree to a change of placement as part of the modification of the behavioral intervention plan.

For individuals with disabilities, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year. The student student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

- 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the School;
- 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the School; or
- 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School.

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Expulsion

Definition

Expulsion means involuntary disenrollment from the charter school.

Authority

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense. The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a class or program that is deemed appropriate for the rehabilitation of the student [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.

Procedures to Expel a Student

Step One

The CEO/Principal investigates the incident and determines whether the offense results in a suspension. If so, the Principal follows the procedures to suspend the student as outlined above.

Step Two

At the discretion of the Principal, a student's suspension may be extended pending expulsion. In this case, a meeting is held within five (5) school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with the Principal or his/her designee. The teacher may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted if the Principal or his/her designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or the student presence will be disruptive to the instructional process. The purpose of the meeting is to decide

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upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The School shall send a letter to the student and parent/guardian regarding the expulsion hearing. Unless postponed for good cause, the expulsion hearing shall be held within thirty 30 school days after the Principal or designee determines that the student has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing shall be sent via certified mail to the student and his/her parent/guardian to the address reflected in the student's student file at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The CEO/Principal shall maintain documents that may be used at the hearing and make them available for review by the student and/or his/her parent/guardian. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by School staff; a

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statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before the Board or Administrative Panel. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

While the 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 recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence. Sworn declarations may be admitted as testimony from witnesses who are determined by the Board or formal committee that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Step Six

The decision of the Administrative Panel shall be in the form of a written recommendation, with findings of fact, to the Board of Directors who will make a final determination regarding the expulsion. The final decision shall be made within ten (10) days following the conclusion of the hearing. The Decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, the student shall be reinstated and permitted to immediately return to classroom programs.

Step Seven

The Principal, or designee, following a decision of the Board of Directors to expel a student, shall send written notice of the decision to expel, including the Board or formal committee's findings of fact, to the student or parent/guardian. The notice shall include the following:

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Notice of the specific offense committed by the student;
Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school.

The Principal shall send written notice of the decision to expel to CVUSD and the County Office of Education. This notice shall include the student's name and the specific expellable offense committed by the student. Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information.

Step Eight

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for CVUSD's review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the school for readmission.

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board of Directors or its designee following a meeting with the Principal and the student and parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board of Directors following the meeting regarding his/her determination. The student's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

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Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Due Process

The Board of Directors shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The CEO/Principal or designee shall comply with procedures for notices, HEARINGS, and appeals as specified in regulation and/or law. (Education Codes 48911, 48915 and 48915.5).

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law (Education Code 48917).

Approved:



STUDENT CONDUCT POLICY

ASA Thrive will be committed to providing an environment that allows students to develop academically and social-emotionally. The Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on school transportation.

Conduct is considered appropriate when students are diligent in study; careful with school property; and courteous and respectful towards their teachers, other staff, students, and volunteers.

All staff will treat students with dignity, respect and compassion. Discipline for unsafe, defiant and inappropriate behavior is no exception. At all times, staff will communicate using a clear and assertive voice, not a passive or aggressive one. School staff will discuss and model the Wolves Ways at grade level assemblies at the beginning of the school year, daily in opening and closing advisories and as needed based on their professional judgment. Students who consistently follow these rules will be recognized on an individual and school wide basis.

Student Responsibilities

The following list of student responsibilities is not exhaustive. All students have the responsibility to:

- Be on time and attend every class every day, unless excused.
- Be respectful in communications with peers and those in authority.

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- Comply with all school building and school policies, rules and behavior expectations as well as state and federal law including, but not limited to, refraining from all types of harassment and bullying.
- Comply with school rules governing the proper use of electronic devices.
- Respect school property and not damage it.
- Arrange to make up work when absent from school.
- Attain satisfactory academic achievement consistent with an individual's ability and complete all assignments.
- Assume personal responsibility for acting with respect and common courtesy.
- Accept disciplinary consequences with dignity and make a commitment to improve one's own individual performance and conduct.
- Exhibit honest behavior as it applies to tests, assignments, and other school work.
- Understand and comply with school rules regarding appropriate conduct on the bus and at extra-curricular or other school-related activities.
- Refrain from bringing or possessing weapons at school.

Prohibited Student Behavior includes but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to the students, staff, or the school. Due to extensive damage done to school property, gum is not allowed to be sold, possessed, and/or chewed on school property. The school shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

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8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)
9. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
10. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
11. Plagiarism or dishonesty on school work or tests
12. Inappropriate attire
13. Tardiness or unexcused absence from school
14. Failure to remain on school premises in accordance with school rules
15. Student dance movements and mannerisms must fall within the standards of good taste and decency. Dancing that is lewd, lascivious, or deemed inappropriate based on school standards will not be tolerated. Physically dangerous dancing or movements will not be permitted. Students who engage in inappropriate behaviors will be stopped and warned on the first occasion. Parents will be contacted and students will be asked to leave the dance should students continue the inappropriate behavior. School officials are given the right to make decisions on suitable dance movements.

Logical Consequences for Inappropriate School Behavior

Disciplinary Action

All responses to student inappropriate school behavior shall include elements of teaching, or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior. Disciplinary action may be taken for any student conduct that interferes with the operations of the school or the welfare of the student or others.

Disciplinary Action Options

Alternatives to removal from class or dismissal shall be used whenever possible unless the behavior of the student places the student or others in danger, or a removal/dismissal is required by other law, policy, or procedure. Any discipline for a violation of student behavior expectations will be based on all available facts and circumstances of the violation and is solely within the discretion of the school. Any violation of a school rule will result in disciplinary action. Disciplinary action may range from a simple verbal warning, parent contact, removal

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from class, or other appropriate disciplinary action up to and including expulsion or exclusion, as described in the ASA Student Discipline Policy, depending on the nature of the infraction.

Students with Disabilities

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team will meet to conduct a manifestation determination as outlined in the Student Discipline Policy.

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Allegiance STEAM Academy - Thrive

Student - Family Handbook

2018-2019

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Mission and Vision

The mission of ASA Thrive is to teach students the academic, social-emotional, and character skills needed to be college and career ready. Allegiance students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

The vision of ASA Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. ASA Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators in the decision-making processes. By providing a school based on best practices, ASA Thrive will be a change agent in the community.

Core Values

ASA Thrive will fulfill this mission and vision by utilizing our core values:

1. Personalized Learning Environment – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school.
2. College and Career Readiness for All Students – All students, including students from historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college and career choices.
3. Parents as Partners – Parents are meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. They must understand what it will take to prepare their children for college and career choices, and they must support the goals of the school through their voice and through volunteering. ASA Thrive must create a welcoming atmosphere of inclusiveness for all families.
4. Data Driven Decisions – All decisions should be made after thorough data analysis (both quantitative and qualitative). In order for our students to be prepared for success, ASA Thrive must relentlessly pursue excellence in all data points.
5. Community Service – The school must be an extension of the community. It is our responsibility to provide opportunities for students and families to participate in community service projects and understand their role in the local and global communities. Our intent is to foster students’ civic responsibility through community service projects and the connection of curricular concepts with service-centered activities.
6. Character Development – For students to fully realize their true potential, we must focus on developing character traits (including grit, respect, leadership, and love) that allow ASA Thrive students to embody and demonstrate our mission and vision. We will

develop shared language and expectations that allow for all stakeholders to support the growth of our students.

Wolves Ways

The school wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are disruptive. To achieve these goals, the following “Wolves Ways” will be taught and reinforced with students and staff:

- Trust your instincts
- Keep your den clean
- Stay on track
- Howl with your friends
- Be a leader

Homework

ASA Thrive recognizes that homework contributes toward building self-motivated, competent, and lifelong learners. Homework completion directly influences student mastery of standards as well as reinforcement of learning objectives and study skills.

ASA Thrive stakeholders will view homework as a routine and important part of students’ daily lives. Homework is a teacher-planned assignment that will reinforce classroom learning, develop skills, expand on students’ school experience, and encourage family participation.

We believe that independent reading significantly influences reading performance. A study examining the relationship between children’s out-of-school activities and their reading achievement found that the number of minutes spent in out-of-school reading, even if it was a small amount, correlated positively with reading achievement. The more students read outside of school, the higher they scored on reading achievement tests. The researchers conclude that, “Among all the ways children spent their time, reading books was the best predictor of measures of reading achievement, reading comprehension, vocabulary, and reading speed, including gains in reading comprehension between second and fifth grade.”

Therefore, it is highly suggested that kindergarten through third grade students read at least 15 minutes every day, students in grades four through six read 20 minutes, and students in grades seven and eight grade read at least 30 minutes, in addition to the regularly assigned homework.

Grading and Report Cards

ASA Thrive will employ Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on content and skill proficiency. Our students will earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a

standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with ASA Thrive's mission and values in that it:

- gives students and parents specific, actionable feedback about what skills students have learned or still need to learn;
- shifts the focus to student growth over time; and
- aligns with the school's personalized learning model in which students learn at their own pace and in their own style.

By using a standards-based grade book system, teachers will track student proficiency progress and learning. Teachers will assess student learning and progress in the classroom through formative and summative assessments. Students will also be instructed by teachers to assess their own learning through self-monitoring strategies in classes. ASA administrators will work with teachers to ensure their understanding of mastery learning theory during professional development and provide education to parents on standards-based grading and mastery learning.

ASA Thrive will issue student progress reports every 6 weeks based on proficiency of grade level standards. **Hard copies of report cards will be sent home by hand with students at the end of each trimester. To receive your child's report card by mail, please contact the front office.**

The student progress report will be based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards exceeding, meeting, nearly meeting, or not meeting state standards. Formative and summative tests, projects, presentations, and portfolios will be used to determine student performance. Parents of students performing not meeting state standards will be invited to participate in a scheduled parent conference to discuss the parents' and the teachers' role in the improvement plan. Teachers and parents will collaborate to discuss progress and to make a commitment to provide support and ensure that students take responsibility for their learning.

Students in all grade levels will receive letter grades to track their performance:

- A Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards
- B Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards
- C Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards
- D Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards
- F Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

Attendance Policy

Allegiance STEAM Academy (ASA)-Thrive recognizes regular school attendance is essential for academic success. ASA Thrive is required to maintain and report daily attendance for all students. These reports, or the school's Average Daily Attendance (ADA) form the basis for the majority of our public funding. As used in Education Code Section 47612, "attendance" means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools, on days when school is taught.

ASA Thrive has set a goal for 98% average daily attendance. ASA Thrive staff asks that you please make every effort to have your student on time and in school each day. Please schedule vacations and doctor visits on minimum days, school breaks, and after school as much as possible. Obviously we understand things happen that are out of your control, for example an unexpected illness or family emergency, etc. Please notify the office staff as soon as possible in such cases.

Absences

If your student is going to be absent for any reason from school, please notify the office by 9:00 AM through email at attendance@asathrive.org or call (909) 465-5405. Office staff would prefer an email regarding the absence, to help with call volume in the morning. You may choose to include your child's teachers in your email, but it is not necessary.

California Education Code Sections 46010 and 48205 identify the acceptable reasons for "excused" absences as follows:

- Illness
- Medical or dental appointments
- Funerals in the family (1 day if in California, 3 days if outside California)
- Religious holidays
- The quarantine of the family by health officials, and
- Necessary court appearances

As a matter of law, all other absences are considered "unexcused".

If you do not report your child's absence on the day(s) he/she is absent, the school will make an attempt to contact the Parent/Guardian, once a day for three days. After the third day, if we have not heard from you the absence will be marked as "unexcused."

Tardies

Please plan to give yourself plenty of time to drop off before gates close promptly at 7:58 a.m. Classes start promptly at 8:00 a.m. Students who arrive after school starts MUST check in at the front office. A parent or an adult, must sign them in and students will need to take a tardy slip to their classroom.

Truancy

California Education Code §48260 states: A pupil subject to compulsory full-time education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof shall be classified as a truant and shall report to the CEO/Principal or designee.

Early Release

Please do not call the office if you will be signing your student out early. We will not call your student out of class until you arrive to the office and sign your student out. Please give yourself plenty of time in order to allow for the office to locate your student and give your student time to gather their belongings. Any adult picking up a child who is not the child's parent or guardian must be listed on the child's Emergency Card. We will require ID to be presented to Office Staff prior to your child being released.

Independent Study

If your student is going to be absent for one or more days, for any reason, please let the office know as soon as possible and we can place your student on Short-Term Independent Study (IS). Short-Term IS agreements are agreed upon by the student, parent, and teacher. The teacher will create a detailed list of the assignments the student will complete in a timely manner and submit to the teacher for school attendance. A student may use an IS agreement for a duration of more than five and up to 20 days once in an academic school year.

2018-19 School Calendar

Important Dates

August 23	Meet Your Wolfpack - Come have a howling good time, see your new den, and meet the leader of your pack (also known as your teacher)
August 27	First Day of School
September 6	Back to School Night
October 8-10	Minimum Days: Student, Guardian, Teacher Triad Meetings: Students, teachers and parent/guardians come together to review current levels and discuss appropriate goals for the new year
October 11-12	Student-free Days: Student, Guardian, Teacher Triad Meetings
November 1	In-Service Day (no school for students)
November 19-23	Fall Break
December 20 - January 4	Winter Break
January 23-25	Minimum Days: Student-led Conferences - Students take the lead to showcase their learning
February 15	In-Service Day (no school for students)

March 25-29	Spring Break
June 5-7	Minimum Days: Student-led Conferences
June 13	Last Day of School
June 14	In-Service Day (no school for students)

Bell Schedule

Monday - Thursday

Start of School: 8:00 am
 Kindergarten Release: 12:15 pm
 1st-6th Grades Release: 2:50 pm
 7th-8th Grades Release: 3:00 pm

Friday & Minimum Days

Start of School: 8:00 am
 Kindergarten Release: 12:15 pm
 1st-6th Grades Release: 12:20 pm
 7th-8th Grades Release: 12:30 pm

Drop off and Pick Up

Your patience and understanding as drop off and pick up get refined for efficiency and, most importantly, safety are greatly appreciated.

Kindergarten

Drop off: Students must be walked to the gate by the front office and the person walking him/her must stay at gate until a teacher is present.

Pick up: Parent/guardian must walk to the gate by the front office and pick student up there.

Grades 1 to 4

Students are to be dropped off and picked up at the drop off/pick up area off of Oaks Ave. If you have students in other grade levels they may be dropped off at the same location.

Grades 5 to 8

Students are to be dropped off and picked up from C Street.

Student Cell Phone / Electronics

All cell phones and other electronic devices are to be turned off and placed in backpacks or designated classroom storage once students arrive on campus. Cell phones are not to be taken out of backpacks until school is dismissed. There is to be no text messaging during class time, recess, lunch and/or on campus.

No student shall use an electronic device with camera, video or voice recording function in a way or under circumstances which infringe the privacy rights of other students. Confiscated electronic devices shall be stored by school employees in a secure manner. Students are responsible for personal electronic devices they bring to school. The school shall not be

responsible for loss, theft or destruction of any such device brought onto school property, except that it shall be the responsibility of the school to ensure the safekeeping of any confiscated devices.

If a student is caught using a cell phone or other electronic device during school hours, the following procedures will follow:

First Offense: Student is reminded of school policy and warned of consequences.

Second Offense: Item is confiscated, parent notified, and item given to Administration. Student may pick the item up at the end of the school day.

Third Offense: Item confiscated and parent notified. Parent must pick up the item.

More than Three Offenses: Item confiscated and parent notified. Parent conference will be held to determine other means of correction.

ASA is not responsible for lost, damaged, or stolen cell phones and/or electronic devices that are brought to school, nor are we responsible for the inappropriate use of these devices outside school hours.

Technology Acceptable Use Policy for ASA Thrive Students

Introduction and Purpose

The Allegiance STEAM Academy (ASA) community is encouraged to make innovative and creative use of information technologies in support of education and research. Use of the ASA network is a privilege and is intended only for purposes consistent with ASA educational business and curricular objectives. The purpose of this policy is to ensure appropriate, responsible, ethical and legal use of technology within the ASA community. This policy is designed to guide faculty, staff, students and guests in the acceptable use of the ASA network and technology systems. This policy is an extension of ASA Student Handbook Policies and Personnel Policies.

Students and employees are responsible for appropriate use of the ASA network. Inappropriate use may result in the cancellation of user privileges, disciplinary and/or legal action. Activities that violate state, local or federal law may be subject to prosecution. All users are bound by future updates.

Definitions

Technology is defined as “the body of tools, machines, materials, techniques, and processes used to produce goods and services and satisfy human needs.” (World Book Online Dictionary) ASA network includes the computers, terminals, printers, networks, and related equipment, as well as data files or documents residing on disk, tape, or other media, which are owned, managed, or maintained by Technology Services and/or staff. Privately owned equipment, such as laptops, PDA’s and home computers are considered ASA network if attached directly or remotely to the ASA network and/or are used to access the network.

A User is any person, whether authorized or not, who makes any use of any ASA network from any location.

ASA Network Use

Use of ASA network is restricted to authorized ASA faculty, staff, students and guests. ASA network may be used only for their intended authorized purposes. All use of ASA network must be consistent with all contractual obligations of the school, including limitations defined in software and other licensing agreements.

- Users must not permit or assist any unauthorized person to access ASA network.
- Users must not defeat or attempt to defeat any ASA security.
- Users must not access or attempt to access data on ASA network that they are not authorized to access.
- Users must not make any deliberate, unauthorized changes on ASA network.
- Users must not intercept or attempt to intercept data communications not intended for that user's access.
- Users must not conceal their identity when using ASA network and must show identification upon request by a ASA staff member.
- Users must not deny or interfere with or attempt to deny or interfere with service to other ASA network users.
- Users must use their specific login ID and password and are responsible for the security of said accounts and passwords.
- Users must observe intellectual property rights and copyright laws.
- Without specific authorization, users of ASA network must not cause, permit or attempt any destruction or modification of data or equipment.
- Users must allow access to, and are responsible for the backup of their own data.
- Users must not conceal or attempt to conceal violations by another user. Users are expected to report violations of this policy.

No Privacy

The ASA Network is not a private means of communication. All data stored, transmitted, processed, or otherwise accessed on the network may be monitored, filtered or recorded without notice to the user. All ASA network technology is subject to these rules, even if it is privately owned. When using the ASA network, users do not have an expectation of privacy in anything they create, store, delete, send or receive on the ASA network. The use of ASA network shall constitute express consent to being monitored. This consent shall authorize ASA representatives to monitor, without prior notification or consent, all technology resource use including, but not limited to, Internet use, emails, audios or visual material, computer transmissions, stored information and deleted information or files. Any use in support of illegal activities must be reported to the authorities. Illegal Acts State and federal laws make it illegal to intentionally access any computer system or network for the purpose of:

- Devising or executing any scheme or method to defraud or extort;

- Obtaining money, property, or services with false or fraudulent intent, representations, or promises;
- Damaging or intentionally disrupting the network by altering or deleting files, or introducing any programs or data designed to cause damage by spreading to other networks;
- Threatening, bullying, or sexually harassing another individual;
- Promoting a forum for any illegal activity;
- Making terrorist threats
- Sharing and/or distributing pornography
- Plagiarism
- Copyright infringement

Users committing any of these acts may be subject to prosecution.

User Rights

Access to all ASA network resources is to be shared equitably among users. ASA attempts to provide, at all times, a secure environment conducive to learning and free of illegal or malicious acts. The school has taken precautions, which are limited, to restrict access to inappropriate, unethical and/or immoral materials. However, on a global network it is impossible to control all access. A user may accidentally or on purpose discover inappropriate information.

Acceptable Use

Generally: ASA network can be used in the support of teaching, research, public service, work related and administrative functions that support the missions of the school.

Incidental Use: Incidental use of computing resources at the school must not interfere with assigned job responsibilities and may result in only a nominal cost to the school. Incidental use should not be considered private and personal.

Prohibited uses: ASA declares unethical and unacceptable behavior as just cause for taking disciplinary action, revoking network privileges, and initiating legal action. The following are examples of unethical and unacceptable behavior. The following list of prohibited behaviors is not exhaustive, and is offered for illustration only.

- Using ASA network for distributing copyrighted materials, illegal, inappropriate, threatening or obscene purposes, or in support of such activities. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the ASA network and/or purposes and goals. Obscene activities shall be defined as a violation of the generally accepted social standards for use of a publicly owned and operated communication vehicle.
- Using an account other than your own and any attempt to gain unauthorized access to accounts on the network.
- Attempting to obtain access to restricted sites, servers, files, databases, etc. and/or attempting to gain unauthorized access to other systems (e.g. "hacking").
- Using personal computer equipment to access the ASA network without prior permission.
- Installing personal software or uninstalling software without prior permission.

- Using Internet games and/or IRC (Internet Related Chat) not related to core curriculum and without direct teacher instruction.
- Using the Internet for commercial purposes, financial gain, personal business, product advertisement, or use of religious or political lobbying.
- Attempting vandalism. Vandalism is defined as willful or malicious destruction and any intent to harm or destroy data of another user, another agency or network that is connected to the Internet. Vandalism includes, but is not limited to, the uploading, downloading, or creation of computer viruses. It also includes attempts to gain access to a network that is connected to the Internet.
- Degrading or disrupting network equipment, software, or system performance.
- Wasting finite network resources.
- Invading the privacy of individuals or disclosing confidential information about other individuals unless directly related to your work assignment.
- Posting personal communications without the original author's consent.
- Posting anonymous messages.
- Accessing, downloading, storing or printing files that are profane, obscene or that use language that offends or tends to degrade others.
- Harassing others and using abusive or obscene language on the ASA network. You may not use the ASA network to harass, annoy or otherwise offend other people.
- Using material which may be deemed in violation of school policy or the law.
- Downloading music, video or any other files not directly related to the curriculum.
- Communicating threats of violence.
- Using ASA network for plagiarism. Plagiarism is taking ideas or writing from another person and offering them as your word. Credit must always be given to the person who created the information or idea.
- Using ASA network for piracy (unauthorized use or reproduction of copyrighted or patented material).
- The capture, display or sharing of images of persons without their expressed consent.

English Language Learners

We believe that English Language learners deserve an educational environment that is inclusive and affirming of their home language and culture, viewing home language as a gift and strength to build upon. We believe that to meet our high expectations for student access to college, we must closely monitor student progress toward English language proficiency with multiple data sources, using this information to guide instruction and professional development.

At ASA Thrive, all classes will be conducted in English. For students not proficient in English, the basic form of English language acquisition is through immersion. From the first day of school, EL students will be immersed in English with the language support they need to learn the language. Additionally, this support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Teachers will be informed on the language level of their students and will work collaboratively to develop standards-aligned

lessons that support English language development. English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards and curriculum framework. ASA Thrive’s program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. ASA Thrive will provide identified students the same instructional activities in literacy as their non-identified peers, along with additional differentiated support based on English proficiency levels.

Health Services

The Health Office is open to students who are injured at school or become too sick to continue class. Our Health Technician is available during the school day to assess and tend to ill or injured students.

Medication

All medications required by students must be given to the health technician who will dispense the medication from its original container **as prescribed by the student’s doctor**. The appropriate forms may be obtained from the school office and must be signed by the parent and the doctor at the beginning of each school year.

Office Telephone

The school office is a place of business and is often very busy. For this reason, students are only allowed to use the phone in case of an emergency or if he/she has a note from the teacher. Personal messages will not be delivered to students except in the case of emergency or extenuating circumstances.

School:Home Communication

ASA email use policy is designed to make communication between school and home efficient, productive and personal. Teachers will use email to “push out” mass communication including newsletters and updates that pertain to an entire class. The constraints of email communication are far too great. Therefore, teachers will not be using email to communicate with individual families. For questions or concerns regarding an individual student, teachers will be communicating by phone or in face to face meetings.

Office staff, including directors and the CEO, when possible, will also limit email use when communicating with individual families.

Positive Behavior Support

The behavior policy of ASA Thrive is designed to ensure that each student has the opportunity to learn in a safe and secure environment. ASA Thrive's goal is to develop responsible, respectful citizens. Each teacher will have standards for classroom behavior and an appropriate reinforcement system. These standards will be communicated to parents at the beginning of the year with reminders throughout the school year.

The school wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are disruptive. To achieve these goals, the Wolves Ways will be discussed and modeled at grade level assemblies at the beginning of the school year. Wolves Ways will be reinforced by all staff throughout the year.

Dress Code

Allegiance STEAM Academy–Thrive's student dress code policy is designed to promote safety and inclusivity. It is the intent of ASA Thrive that students be dressed and groomed in an appropriate manner that will not interfere with, or detract from, the school environment or disrupt the educational process. Dress should be suitable, modest, comfortable, and safe for normal school activities and reflect pride and attention to personal cleanliness. At ASA Thrive, we strongly believe that we all come to school ready to learn. School dress codes support a safe and effective learning environment. Students who are safe and secure are better able to learn and exemplify the essentials of good citizenship. Therefore, in an effort to attain uniformity and school spirit, students are to follow this dress code policy at all times.

ASA Thrive's dress code has been adopted by the Allegiance STEAM Academy Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (Education Code section 49010 et seq.), which prohibit the charging of any student fees for participation in an educational activity at the public school.

Given that ASA Thrive aims to serve the educational needs of a diverse community, the policy is designed to support access to all. No student will be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with this dress code policy. However, any student who arrives at school in nonconforming clothes will be provided with conforming clothing by the school office for the day.

Any student who needs assistance with identifying conforming clothing should contact the school office directly. In any and all cases concerning interpretation of this policy, the school administration reserves the absolute right to determine what constitutes proper compliance.

The CEO/Principal will exempt a student from all/part of the dress code policy if an accommodation is requested concerning a particular religion, religious customs or medical necessity.

In the case where compliance to the dress code policy poses a financial hardship for an ASA family, ASA's Board will ensure that suitable and compliant clothing is supplied free of charge. Requests for financial assistance can be made to the CEO/Principal. ALL requests will remain confidential.

ASA Thrive Student Dress Code consists of:

- Tops: white or forest green polos
- Bottoms: black or khaki shorts, skorts, skirts (knee length), pants, jumpers.
- Footwear: closed toed shoes that allow full participation in PE

At all times, including on alternate dress code days, students must comply with the following:

ACCEPTABLE STUDENT DRESS

1. Socks are required.
2. Flat heeled boots and flat-heeled shoes with closed toes and heels are required.
3. Appropriate jewelry.
4. Hats/visors/beanies are permitted on the playground only, but may not have professional sports team logos. College/University logos are acceptable.
5. Sunglasses for outdoor use only (back strap is recommended).
6. Leggings are permitted when worn with a skirt or shorts.

UNACCEPTABLE STUDENT DRESS

1. Any disruptive clothing (e.g., emblems, lettering, colors, and pictures pertaining to drugs/alcohol, sex, gambling, profanity, gangs, or other offensive themes/messages).
2. Dress/blouse/top that does not cover back, midriff, cleavage or shoulders: muscle shirts and tank tops, tube tops, spaghetti straps, halters.
3. Bottoms with immodest length/slits. Long shorts/skorts, skirts, or mini-skirts.
4. Shirts, tops, or sweaters unbuttoned below the sternum.
5. Sweat pants, or any type of workout or warm-up suits (including nylon suits, shorts, long/baggy basketball style shorts).
6. Hairstyles must not materially and substantially interfere with school operations.
7. Tight, form-fitting pants and tops that inhibit movement or outline body parts.
8. Low slung, oversized, or wide legged baggy pants.
9. Sandals, flip-flops, open toe shoes or jellies.
10. Make-up or artificial nails.
11. Chains, spikes, headbands, bandanas, long dangling belts, or gang paraphernalia.
12. Clothing, hats/visors/beanies, etc. with professional team logos.
13. Tattered, torn clothes or clothing with holes. Pants must be hemmed (top of shoe).

14. Jewelry which creates a health/safety hazard, causes a distraction, or can readily/reasonably be used as a weapon. No hoop or dangly earrings. No nose rings.

DISCIPLINARY ACTION, LOGICAL CONSEQUENCES, EXCEPTIONS

Disciplinary action may be taken to ensure compliance with the dress code policy (except toward students exempted by the parents/guardians as provided for by this policy). Prior to initiating any disciplinary action against a student for not complying with the dress code policy, the student or the principal or designee shall conference with the student's parent/guardian to solicit parental cooperation and support. However, no student shall be suspended from school, or from class, or receive a lowered academic grade as a result of not complying with the dress code.

The CEO/Principal or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms. The CEO/principal shall identify a source for any needed financial assistance.

No student shall be considered noncompliant with the policy when:

1. Noncompliance is due to financial hardship
2. A student wears a button, armband or other accouterment to exercise the right to freedom of expression as provided for in Education Code 48907 (unless the symbol is related to gangs) or is in violation of student dress code
3. A student wears the uniform of a nationally recognized youth organization (example: Scouts) on regular meeting days
4. The adherence to the dress code violates a student's sincerely held religious beliefs
5. A student has on file with the school a "request for exemption from the student dress code requirement" signed by a parent/guardian in the presence of a school employee

ASA will evaluate the dress code policy on an annual basis to determine the effectiveness of the policy and to consider appropriate modifications.

Dress by a student which violates ASA guidelines but is not expressly delineated within ASA regulations shall be considered and reviewed by the CEO/Principal. The CEO/Principal shall make a determination if the dress matter at issue violates this policy and, if so, shall undertake appropriate action to immediately bring about the student's compliance with the dress code including, but not limited to, contacting the student's parents/guardians and seeking the cooperation and assistance of the parents/guardians.

1. Upon first violation of the dress code, the CEO/Principal or designee shall conference with the student and parent/guardians to solicit parental support and cooperation.
2. Upon the second violation, the student will be warned and parents/guardians will be notified. The CEO/Principal or designee will determine, if available, whether school issued temporary dress code compliant items will be provided to the student.

3. Upon a subsequent violation, parents/guardians will be contacted and asked to bring appropriate attire to the school. The student and parent/guardian will be notified that if there is a third violation of the dress code. The CEO/Principal or designee, taking a student's disciplinary record into account, will determine the progressive disciplinary response consistent with the ASA Student Code of Conduct.

ASA will make every effort to work collaboratively with students and parent/guardians to ensure adherence to the dress code policy.

Internal Dispute Resolution Policy

The ASA Thrive Board of Directors has adopted an Internal Dispute Resolution Policy that complies with Title 5 of the California Code of Regulations, Section 4600 et. seq. and other applicable state and federal laws and regulations.

All internal disputes between faculty, staff, parents, administrators, and/or Board members of the Charter School will be resolved by the school according to the school's own internal policies. The Chartering Agency will not be involved with internal disputes of the school unless the school requests the Chartering Agency involvement, or unless the internal dispute relates to one of the reasons under Education Code § 47607 for which a charter may be revoked. Neither the District nor the Charter School can guarantee timely resolution of disputes when the parties are in disagreement and mediation fails because neither party can control the time for judicial review.

This will not inhibit or restrict in any way the Chartering Agency's ability to ensure compliance with the charter or state and federal law. In fact, this specifically allows the Chartering Agency to intervene even in internal disputes if they are related to one of the reasons for which a charter can be revoked. These reasons include, but are not limited to, violation of the law, violations of the charter, health and safety issues, and financial mismanagement.

The objective of the Internal Dispute Resolution Policy is to have school community members resolve issues in-house in an amicable and fair manner whenever possible. School community members include the CEO, directors, students, teachers, parents, volunteers, community members, partners, and collaborators.

Complaints

Any person with a complaint about ASA Thrive (the School), any of its employees or third parties may file a written Complaint Report with the School which shall describe in detail the facts relating to the complaint, and which shall request an investigation of the facts relating to his or her complaint. Assigned personnel will interview witnesses, investigate the facts relating to any such complaint, and will provide to the complaining party and the School administration a written Determination Report regarding the complaint, any facts discovered about the complaint, and what action, if any, the School will take to resolve the complaint, together with a notice of the complaining party's right to appeal the Determination Report. The Determination

Report, including a description the action(s) which the School will take, if any, to resolve the complaint, shall be final and binding upon the complaining party and the School, unless the Determination Report is timely appealed as provided in this policy.

All Complaint Reports must be filed within six months of the date of the events giving rise to the complaint, or within six months from the date that the complaining party obtained knowledge of such facts, whichever is later. Untimely complaints and appeals may be dismissed and returned to the complaining party with no further action by the School.



2018-19 Student / Family Handbook Acknowledgement

My signature below indicates:

- I understand that the Student / Family Handbook is readily available on the school's website, asathrive.org on the *Resources* tab. I may also request and receive—at no cost—a hard copy of the Student / Family Handbook from the school office.
- I have accessed, read and understand the rules, procedures and expectations of the Student / Family Handbook.
- I agree to adhere to the expectations of Allegiance STEAM Academy - Thrive as described herein and as made publically available by school officials.

Student Name: _____ Teacher: _____ Grade_____

Student's Signature

Date

Parent/Guardian Signature

Date