



Allegiance STEAM Academy - Thrive

Student - Family Handbook

2020-21

Policies in this handbook are subject to change due to emergency situations, such as the ongoing COVID-19-related school closures. ASA will continue to update you regarding changes in policies and practices.

Table of Contents

Mission and Vision	3
Core Values	3
Wolves Ways	4
Homework	4
Grading and Report Cards	4
Attendance Policy	6
Bell Schedule	8
Drop off and Pick Up	9
Student Cell Phone / Electronics	9
Technology Acceptable Use Policy for ASA Thrive Students	10
Ensuring Access to Instructional Materials	13
English Language Learners	14
Health Services	14
Medication	14
Office Telephone	15
School:Home Communication	15
Positive Behavior Support	15
Dress Code	15
Internal Dispute Resolution Policy	18

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 at the *not yet meeting state standards* level 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.

Bell Schedule

Monday - Thursday

Grades 1st - 8th

Warning Bell

7:55 am

End of School

1st-6th Grades: 2:50 pm

7th-8th Grades: 3:05 pm

AM Kindergarten

Start of School

8:00 am

End of School

11:25 am

PM Kindergarten

Start of School

11:35 am

End of School

3:00 pm

Friday & Minimum Days

Grades 1st - 8th

Warning Bell

7:55 am

End of School

1st-6th Grades: 12:20 pm

7th-8th Grades: 12:30 pm

AM Kindergarten

Start of School

8:00 am

Release

11:25 am

PM Kindergarten

Start of School

9:00 am

Release

12:25 am

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.

Transitional Kindergarten and Kindergarten

AM

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

Pick up: Students are to be picked up at the drop off/pick up area off of Oaks Ave.

PM

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

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

Walking pick-up is from C Street. Please communicate with your student's teacher if you will be walking up.

Grades 5 to 8

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

Student Cell Phone / Electronics

ASA provides web-enabled devices to all students for instructional purposes. Therefore, no cell phones are required. All cell phones and other electronic devices that are brought to school are at the sole discretion of the student and family and 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 or designated storage until school is dismissed.

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.

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. Students may pick the item up at the end of the school day.
- **Third Offense:** Item confiscated and parent notified. Parents 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 and home computers are considered ASA networks 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 the ASA network that they are not authorized to access.
- Users must not make any deliberate, unauthorized changes on the 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 the 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 the 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 the 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.

Ensuring Access to Instructional Materials

California Education Code (EC) Section 60119 Section 60119(c)(1) states that sufficient textbooks or instructional materials means, "each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home." In order for digital instructional materials to meet the definition of sufficient instructional materials, students need to have access to the materials both at school and at home.

To provide students access both at school and home, Allegiance STEAM Academy ensures that:

- Adequate digital and/or hard-copy instructional materials are purchased annually;
- Internet-enabled devices are available to all students for daily use;
- Internet access is made available for home use, as needed.

No student will be required to provide a personal device in order to access instructional materials at school or at home. If a student requires a device or internet connectivity in order to access digital instructional materials at home, Allegiance STEAM Academy will provide a school-issued device and/or internet access device to be used by the student for the school year. Devices remain the property of Allegiance STEAM Academy and are to be returned to the school at the end of the school year or, if a student withdraws, upon withdrawal from the school.

Any family requesting a device or internet access may be issued either by contacting the CEO/Principal.

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. Teachers will use SeeSaw and Illuminate Education’s Parent Portal. 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 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 or ASA spirit wear shirts
- Bottoms: khaki or black colored: shorts, skorts, skirts (knee length), pants, jumpers.
- Footwear: closed toed shoes that allow full participation in PE

On Friday's students may wear an ASA spirit wear shirt and bottoms of their choice

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 of 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.