ALLIANCE
COLLEGE-READY PUBLIC SCHOOLS

Alliance Ted K. Tajima High School

2026-27 Family-Scholar Handbook

Last Revision: May 2026

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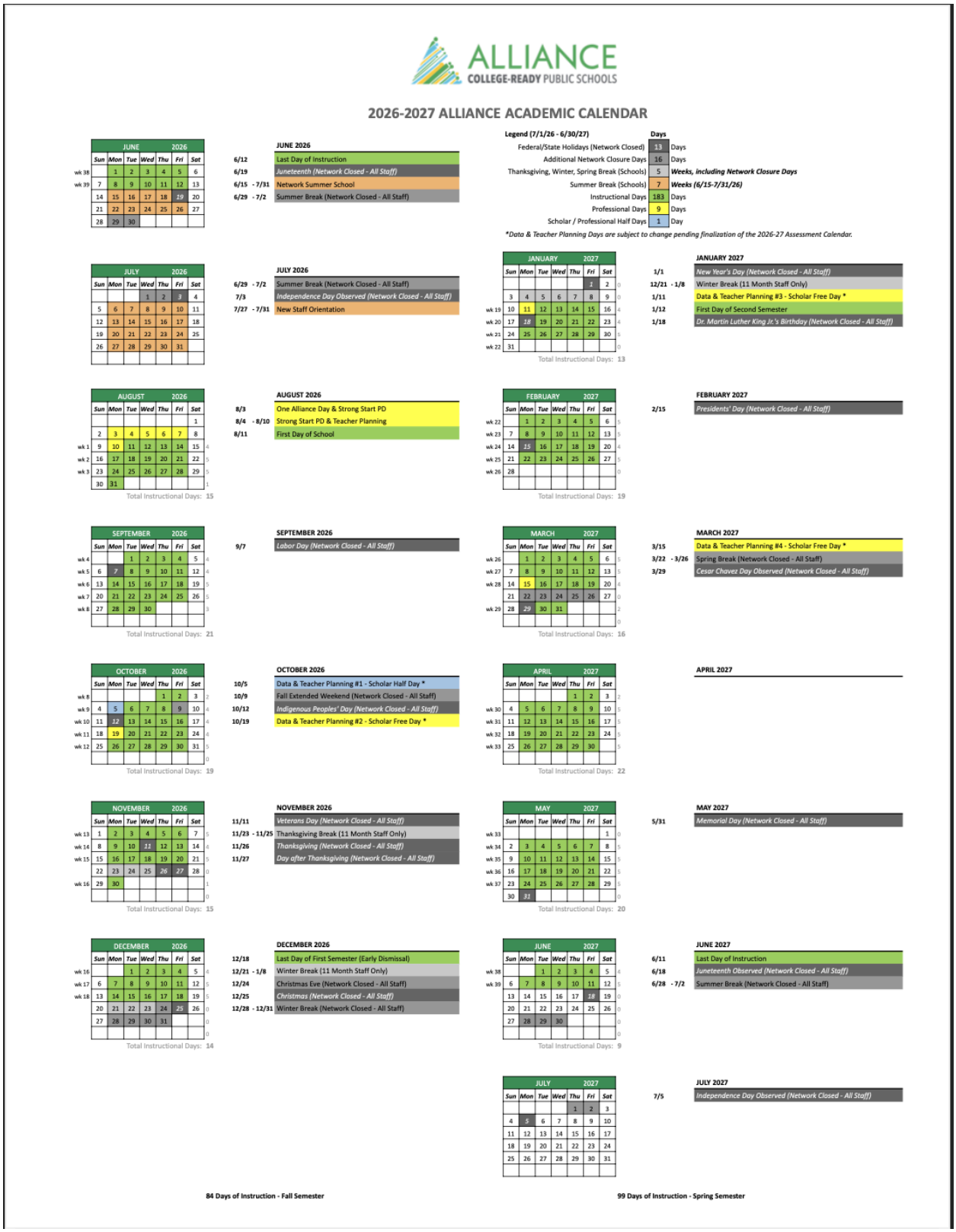
2026-27 Academic Calendar



ALLIANCE
COLLEGE-READY PUBLIC SCHOOLS

2026-2027 ALLIANCE ACADEMIC CALENDAR

JUNE 2026

wk 38	1	2	3	4	5	6
wk 39	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				

6/12	Last Day of Instruction
6/19	*Juneteenth (Network Closed - All Staff)*
6/15 - 7/31	Network Summer School
6/29 - 7/2	Summer Break (Network Closed - All Staff)

JULY 2026

			1	2	3	4	
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26	27	28	29	30	31		

6/29 - 7/2	Summer Break (Network Closed - All Staff)
7/3	*Independence Day Observed (Network Closed - All Staff)*
7/27 - 7/31	New Staff Orientation

AUGUST 2026

							1	
	2	3	4	5	6	7	8	
wk 1	9	10	11	12	13	14	15	4
wk 2	16	17	18	19	20	21	22	5
wk 3	23	24	25	26	27	28	29	5
	30	31						1

Total Instructional Days: 15

8/3	One Alliance Day & Strong Start PD
8/4 - 8/10	Strong Start PD & Teacher Planning
8/11	First Day of School

SEPTEMBER 2026

wk 4			1	2	3	4	5	4
wk 5	6	7	8	9	10	11	12	4
wk 6	13	14	15	16	17	18	19	5
wk 7	20	21	22	23	24	25	26	5
wk 8	27	28	29	30				3

Total Instructional Days: 21

9/7	*Labor Day (Network Closed - All Staff)*

OCTOBER 2026

wk 8					1	2	3	2
wk 9	4	5	6	7	8	9	10	4
wk 10	11	12	13	14	15	16	17	4
wk 11	18	19	20	21	22	23	24	4
wk 12	25	26	27	28	29	30	31	5
								0

Total Instructional Days: 19

10/5	Data & Teacher Planning #1 - Scholar Half Day *
10/9	Fall Extended Weekend (Network Closed - All Staff)
10/12	*Indigenous Peoples' Day (Network Closed - All Staff)*
10/19	Data & Teacher Planning #2 - Scholar Free Day *

NOVEMBER 2026

wk 13	1	2	3	4	5	6	7	5
wk 14	8	9	10	11	12	13	14	4
wk 15	15	16	17	18	19	20	21	5
	22	23	24	25	26	27	28	0
wk 16	29	30						1
								0

Total Instructional Days: 15

11/11	*Veterans Day (Network Closed - All Staff)*
11/23 - 11/25	Thanksgiving Break (11 Month Staff Only)
11/26	*Thanksgiving (Network Closed - All Staff)*
11/27	*Day after Thanksgiving (Network Closed - All Staff)*

DECEMBER 2026

wk 16			1	2	3	4	5	4
wk 17	6	7	8	9	10	11	12	5
wk 18	13	14	15	16	17	18	19	5
	20	21	22	23	24	25	26	0
	27	28	29	30	31			0
								0

Total Instructional Days: 14

12/18	Last Day of First Semester (Early Dismissal)
12/21 - 1/8	Winter Break (11 Month Staff Only)
12/24	Christmas Eve (Network Closed - All Staff)
12/25	*Christmas (Network Closed - All Staff)*
12/28 - 12/31	Winter Break (Network Closed - All Staff)

84 Days of Instruction - Fall Semester

Legend (7/1/26 - 6/30/27)	Days	
Federal/State Holidays (Network Closed)	13	Days
Additional Network Closure Days	16	Days
Thanksgiving, Winter, Spring Break (Schools)	5	***Weeks, including Network Closure Days***
Summer Break (Schools)	7	***Weeks (6/15-7/31/26)***
Instructional Days	183	Days
Professional Days	9	Days
Scholar / Professional Half Days	1	Day

**Data & Teacher Planning Days are subject to change pending finalization of the 2026-27 Assessment Calendar.*

JANUARY 2027

						1	2	0
	3	4	5	6	7	8	9	0
wk 19	10	11	12	13	14	15	16	4
wk 20	17	18	19	20	21	22	23	4
wk 21	24	25	26	27	28	29	30	5
wk 22	31							0

Total Instructional Days: 13

1/1	*New Year's Day (Network Closed - All Staff)*
12/21 - 1/8	Winter Break (11 Month Staff Only)
1/11	Data & Teacher Planning #3 - Scholar Free Day *
1/12	First Day of Second Semester
1/18	*Dr. Martin Luther King Jr.'s Birthday (Network Closed - All Staff)*

FEBRUARY 2027

wk 22		1	2	3	4	5	6	5
wk 23	7	8	9	10	11	12	13	5
wk 24	14	15	16	17	18	19	20	4
wk 25	21	22	23	24	25	26	27	5
wk 26	28							0
								0

Total Instructional Days: 19

2/15	*Presidents' Day (Network Closed - All Staff)*

MARCH 2027

wk 26		1	2	3	4	5	6	5
wk 27	7	8	9	10	11	12	13	5
wk 28	14	15	16	17	18	19	20	4
	21	22	23	24	25	26	27	0
wk 29	28	29	30	31				2
								0

Total Instructional Days: 16

3/15	Data & Teacher Planning #4 - Scholar Free Day *
3/22 - 3/26	Spring Break (Network Closed - All Staff)
3/29	*Cesar Chavez Day Observed (Network Closed - All Staff)*

APRIL 2027

					1	2	3	2
wk 30	4	5	6	7	8	9	10	5
wk 31	11	12	13	14	15	16	17	5
wk 32	18	19	20	21	22	23	24	5
wk 33	25	26	27	28	29	30		5
								0

Total Instructional Days: 22

MAY 2027

wk 33							1	0
wk 34	2	3	4	5	6	7	8	5
wk 35	9	10	11	12	13	14	15	5
wk 36	16	17	18	19	20	21	22	5
wk 37	23	24	25	26	27	28	29	5
	30	31						0

Total Instructional Days: 20

5/31	*Memorial Day (Network Closed - All Staff)*

JUNE 2027

wk 38			1	2	3	4	5	4
wk 39	6	7	8	9	10	11	12	5
	13	14	15	16	17	18	19	0
	20	21	22	23	24	25	26	0
	27	28	29	30				0
								0

Total Instructional Days: 9

6/11	Last Day of Instruction
6/18	*Juneteenth Observed (Network Closed - All Staff)*
6/28 - 7/2	Summer Break (Network Closed - All Staff)

JULY 2027

				1	2	3	
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	

7/5	*Independence Day Observed (Network Closed - All Staff)*

99 Days of Instruction - Spring Semester

Family Engagement

Family Involvement

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

Family/Scholar/Staff Compact
The school firmly believes that all scholars can and will achieve at high levels when administrators, teachers, staff, and families work in collaboration with each other. As stated in the Family/Scholar/Staff Compact, each partner accepts responsibility for the successful education and college preparation of each scholar. This Compact is explained to all new families during orientation.

Families as Partners in Education
The school values the role of families as their child's first teacher and welcomes their active involvement as a necessary partner in their child's education. The school believes in:

- Families being meaningfully and actively engaged in their child's education and responsible for supporting their child's learning at home.
- Helping families understand what it will take to prepare their child for college.
- Encouraging families to ensure their child attends school daily.
- Encouraging families to support the goals of the school through their voice and through volunteering each year.
- Encouraging families to attend 4 family educational workshops or school events/activities each school year.
- The value of family input. Families are asked to complete a parent satisfaction survey each year.

REV: 04/26

Community Schools

At Alliance, the Community Schools strategy transforms our schools into vibrant hubs of learning, care, and connection. Community Schools are places where educators, families, scholars, and local community partners come together with a shared commitment to strengthening the conditions that support scholar learning and healthy development.

Through this approach, schools intentionally organize both in-school and out-of-school resources, supports, and opportunities so that every scholar can thrive academically, socially, and emotionally. This work is grounded in partnership, recognizing that scholar success is strongest when schools and communities collaborate.

Each Alliance School has a Community Schools Coordinator who works alongside school leaders, staff, families, and partners to develop a shared vision and goals focused on scholar learning, family engagement, and overall well-being. Together, this team ensures that resources are aligned to the unique needs of the school community and that scholars and families receive meaningful, coordinated support.

Community Schools reflect Alliance's belief that educating the whole child requires the collective effort of an entire community and that when we work together, our scholars thrive.

4/26

Family Volunteering

There are a number of ways families can volunteer. See the chart below. Family volunteer service hours are earned by directly supporting the school and by supporting your child academically. Each family is encouraged to volunteer 40 hours per school year. *Completing volunteer hours and/or participating in the school's programs will have no effect on a scholar's enrollment, grades, credits, ability to graduate or participation in graduation activities.*

Type	Possible Volunteer Activities:
Academic Support	● Family educational workshop participation ● Pre-scheduled classroom observations ● Parent-teacher conferences ● College or book fair participation ● Back to school or open house ● Attend Alliance's annual College Access and Career Readiness event
School Support	● Refer other families to your school ● Participate in scholar recruitment events such as flyering ● Support a school event (school assembly, prom, graduation) ● Attend Alliance Governing Board meetings ● Serve on a committee (e.g., Teacher Appreciation) ● Serve as a classroom helper or provide office support ● Field trip supervision and assistance ● Arrival and dismissal supervision ● Yard or visitor's supervision ● School beautification
Leadership	● School Site Advisory Council (elected role) ● English Learner Parent Committee ● Civic engagement/advocacy on behalf of the school and the Alliance network of schools ● Serve as a coach and/or support the school's athletic program ● Mentor or tutor scholars ● Lead a family educational workshop ● Serve as a member of the Family CEO Advisory Council

The school appreciates family participation and will make every attempt to match families' interests and skills with projects or tasks volunteers are comfortable with.

Advocacy and Family Engagement

Alliance strongly believes in the value of family engagement in our scholars' education and our broader school communities. Our schools are better when our families and teachers talk regularly and share a sense of community, when families volunteer in our classrooms and campuses, and when parents/guardians feel the freedom to ask our administrators questions and talk about our schools' progress. Parents/guardians are a source of strength for our schools and communities. We encourage you to get involved and welcome our families' input.

Parent/Guardian Leadership

The School Site Advisory Council (SSAC) provides parents and guardians an opportunity to engage with their school.

For a quick overview, the SSAC is an advisory governing body at the local school level. Each of our Alliance schools has an SSAC, which participates in the decision-making process by advising the Principal and forwarding recommendations to the Alliance Governing Board. These recommendations often relate to school budgets, resource allocations tied to the Local Control Accountability Plan (LCAP), California Community Schools Partnership Program (CCSPP) grant, and the use of Title I funds, which all of our schools receive. The SSAC also monitors progress toward LCAP goals and metrics, provides input on scholar achievement data, and addresses other school-wide needs. In essence, the SSAC serves as a key forum to discuss and influence school policies and priorities.

The purpose for the parents serving as SSAC members is to connect with and engage other parents at the school, so as to strengthen and fortify the community efforts at every Alliance school.

Being a parent leader requires a lot of time and dedication. All in all, the more intensively involved parents/guardians are, the greater the positive impact on the scholar's academic achievement. Parental involvement leads to better overall classroom behavior. Parental engagement not only enhances academic performance, but it also has a positive influence on scholar attitude and behavior. We hope that through SSAC participation, parents/guardians are better equipped to be leaders of change for not only their children but for all of their school community.

As is true of all members of the SSAC, except the Principal, parent/guardian members of the SSAC must be elected by other parents/guardians. Parents/guardians may nominate themselves or be nominated by other members of the school community, although any nominee must accept the nomination prior to being added to the election ballot. Schools must inform all parents/guardians of the opportunity to nominate themselves for participation in the SSAC. For more information about SSAC parent nominations or elections, please email ssac@laalliance.org.

REV: 04/26

Volunteer Background Checks

- All volunteers must complete an Alliance Parent Volunteer Packet and sign the Alliance Liability Waiver and Volunteer Acknowledgements.
- The school shall perform a Megan’s Law check prior to the volunteer starting work with Alliance schools.
- All volunteers not directly supervised by school staff and who may have contact with scholars shall undergo a criminal background check completed through the Department of Justice and the Federal Bureau of Investigation via LiveScan prior to being cleared for service.
    - Should a volunteer be convicted of a controlled substance offense, sex offense, or serious or violent felony during their volunteer period, the volunteer must immediately report such a conviction to their immediate supervisor.
    - Documentation will be kept on file with Alliance’s Human Resources department.
- All volunteers who may have contact with scholars outside the immediate supervision and control of school staff or a scholar’s parent/guardian, are required to complete annual Mandated Reporter Training and Child Abuse Prevention & School Safety Training in accordance with California Education Code Section 44691 prior to beginning of each year of volunteer service.
    - Volunteers must provide proof of completion to the school, and documentation will be maintained on file with Alliance’s Human Resources department.

- All volunteers that will have frequent or prolonged contact with scholars shall undergo a tuberculosis (TB) examination and, if TB risk factors were identified, be examined and determined to be free of active TB.
    - Documentation will be kept on file with Alliance's Human Resources department.

Any entity providing scholar services outside of the immediate supervision of a school employee or that require frequent or prolonged contact with scholars will be contractually required to ensure that all employees have had the appropriate criminal background checks and TB clearances prior to starting work with Alliance scholars.

REV: 03/26

Parent/Guardian Rights

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

- Work in partnership with the school to help their child succeed.
- At scheduled date/time and in accordance with Alliance's procedures for campus visitors, observe the classroom(s) in which their child is enrolled or will be enrolled.
- Meet with their child's teacher(s) and Principal.
- In accordance with Alliance's procedures, volunteer under the supervision of school employees.
- Be notified if their child is absent from school without permission.
- Receive results of their child's performance on standardized and statewide tests and information on the performance of the school. Alliance shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress). A parent or guardian may annually submit a written request to Alliance officials to excuse their child from any or all parts of CAASPP assessments.
- Have a school environment for their child that is safe and conducive to learning.
- Examine curriculum materials of classes in which their child is enrolled.
- Be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise.
- Have access to the school records of their child and question anything that they feel is inaccurate, misleading, or is in violation of the scholar's privacy.
- Receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
- Participate as a member of the School Site Advisory Council in accordance with any rules and regulations governing membership in these groups (election requirements).

REV: 04/24

School Parent and Family Engagement Policy

The Alliance Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to scholar achievement and a positive school environment.

The Principal or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians are notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

To these ends, the school will have a comprehensive program to involve parents/guardians at all grade levels in a variety of roles. This program shall:

1. Support the involvement of parents/guardians as partners in the decision-making processes of the school and provide other reasonable support for parental/guardian involvement activities as parents/guardians may request.
2. Involve parents/guardians at the school site, with appropriate training, in instructional and support roles.
3. Provide clear, two-way communications between school and family in matters relating to school programs and each scholar's progress in a format and, to the extent practicable, in a language the parents/guardians can understand.
4. Assist in access to community and support services for parents/guardians and scholars needing services.
5. Establish and develop programs and practices which enhance scholar involvement and which reflect the specific needs of scholars and families.
6. Help parents/guardians develop parenting skills and provide home conditions that support their children's efforts to learn.
7. Instruct parents/guardians in learning techniques so that they can further develop their children's comprehension and mastery of homework assignments.

The Principal or designee shall regularly evaluate and report to the Board on the effectiveness of the school's parent/guardian involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent/guardian involvement opportunities and barriers that may inhibit parent/guardian participation.

The Principal or designee shall educate teachers, specialized instructional support personnel, school administrators, and other school leaders, and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school through providing additional learning opportunities supported by parents/guardians in these topics during already scheduled professional development activities.

Title I School-Level Parent and Family Engagement Policy

With approval from the Alliance Governing Board, Alliance Ted K. Tajima High School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. This input is gathered through family surveys, discussion forums, and community town halls, and reviewed with the School Site Advisory Council. The school will be distributing the policy to parents and family members of children served under Title I, Part A through the school website, and parent-scholar handbooks. Every Student Succeeds Act [ESSA] Section [§] 1116[b][1])

Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (ESSA §1116[b][1])

To involve parents and family members in the Title I program at Alliance Ted K. Tajima High School the following practices have been established:

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (ESSA § 1116[c][1])

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. These meetings may include community town halls, educational partner engagement meetings, and School Site Advisory Council meetings. (ESSA § 1116[c][2])

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. This review and improvement will occur through, for example community town halls, educational partner engagement meetings, and School Site Advisory Council meetings. (ESSA § 1116[c][3])

d) The school provides parents of participating children with the following:
    1. Timely information about the Title I program through parent-scholar handbooks and the school website or by other electronic means. (ESSA § 1116[c][4][A])
    2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure scholar progress, and the achievement levels of the challenging State academic standards. These descriptions may be available through regularly scheduled Parent-Teacher engagement events and educational partner engagement meetings. (ESSA § 1116[c][4][B])
    3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA § 1116[c][4][C])

Building Capacity for Title 1 Parent Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve scholar academic achievement, Alliance establishes the practices listed below. (ESSA § 1116[e])

a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. This is accomplished through regularly scheduled Parent-Teacher engagement events, educational partner engagement meetings, and individual outreach to the families of struggling scholars. (ESSA § 1116[e][1])

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. This support is provided through regularly scheduled parent-teacher engagement events and individual outreach to the families of struggling scholars. (ESSA § 1116[e][2])

c) Through regular professional development meetings, the school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other

staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (ESSA § 1116[e][3])

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (ESSA § 1116[e][4])
e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (ESSA § 1116[e][5])
f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (ESSA § 1116[e][14])

Alliance Ted K. Tajima High School, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under ESSA § 1116 in a format and, to the extent practicable, in a language such parents understand. (ESSA § 1116[f])

REV: 04/24

Parent Information on Scholar Progress

In addition to the opportunities below to understand your scholar's progress, parents/guardians are welcome to contact the school to schedule additional meetings.

Parent/Teacher Conferences
Parent/teacher conferences are held regularly throughout the school year and parents/guardians are highly encouraged to attend. At these meetings, parents/guardians have the opportunity to meet with some of their child's teachers to discuss their child's progress. In addition, when a scholar experiences academic difficulties, or when the scholar is at risk of failing a course or not graduating, a parent conference will be scheduled with the scholar to identify areas of concern and possible strategies to meet the scholar's learning needs.

Progress Reports
Progress reports are distributed three (3) times a semester. Progress reports are not final and indicate a scholar's performance to-date in the semester.

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

PowerSchool Gradebook
Parents/guardians can follow their scholar's academic progress through PowerSchool. Scholar attendance, homework, grades, and assignments can be reviewed by parents through PowerSchool. PowerSchool also provides a direct link to teacher email. To access PowerSchool, you will need the following:

- The website location: https://powerschool.laalliance.org/public/

- Your Username
- Your Password
- A Valid Email

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

REV: 04/25

Family Communication

School-Home Communication

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

Automated Phone/Electronic Mail Communication System
The school uses Parent Square to remind parents/guardians of schedule changes, holidays, or other important announcements. Please make sure to provide the main office with the phone number and email address that is best for receiving such calls or electronic mail and keep the main office notified (in writing) should you need to change this phone number and/or email address.

School Correspondence
School bulletins, periodic calendars, flyers, electronic communications (including via the school website), and other important correspondence items are sent home with scholars,mailed home, or sent via other electronic means on a regular basis. Please ask your child and check your mail for school correspondence in order to keep informed of what is happening at school.

Home-School Communication

Change of Contact Information
Parents/guardians will be asked at the beginning of each school year to provide the school with current contact and emergency contact information. If that contact information changes during the school year (including all telephone numbers), it is the responsibility of the family to provide the main office with the updated information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent/guardian.

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

Messages and Deliveries to Scholars
Parents/guardians who need to contact their child during the day must call the main office (cell phones in your child's possession must remain put away with the volume off for the entire instructional day,

except as otherwise required by law). In an effort to limit classroom disturbances, office staff will only deliver urgent messages from home to scholars during the instructional periods.

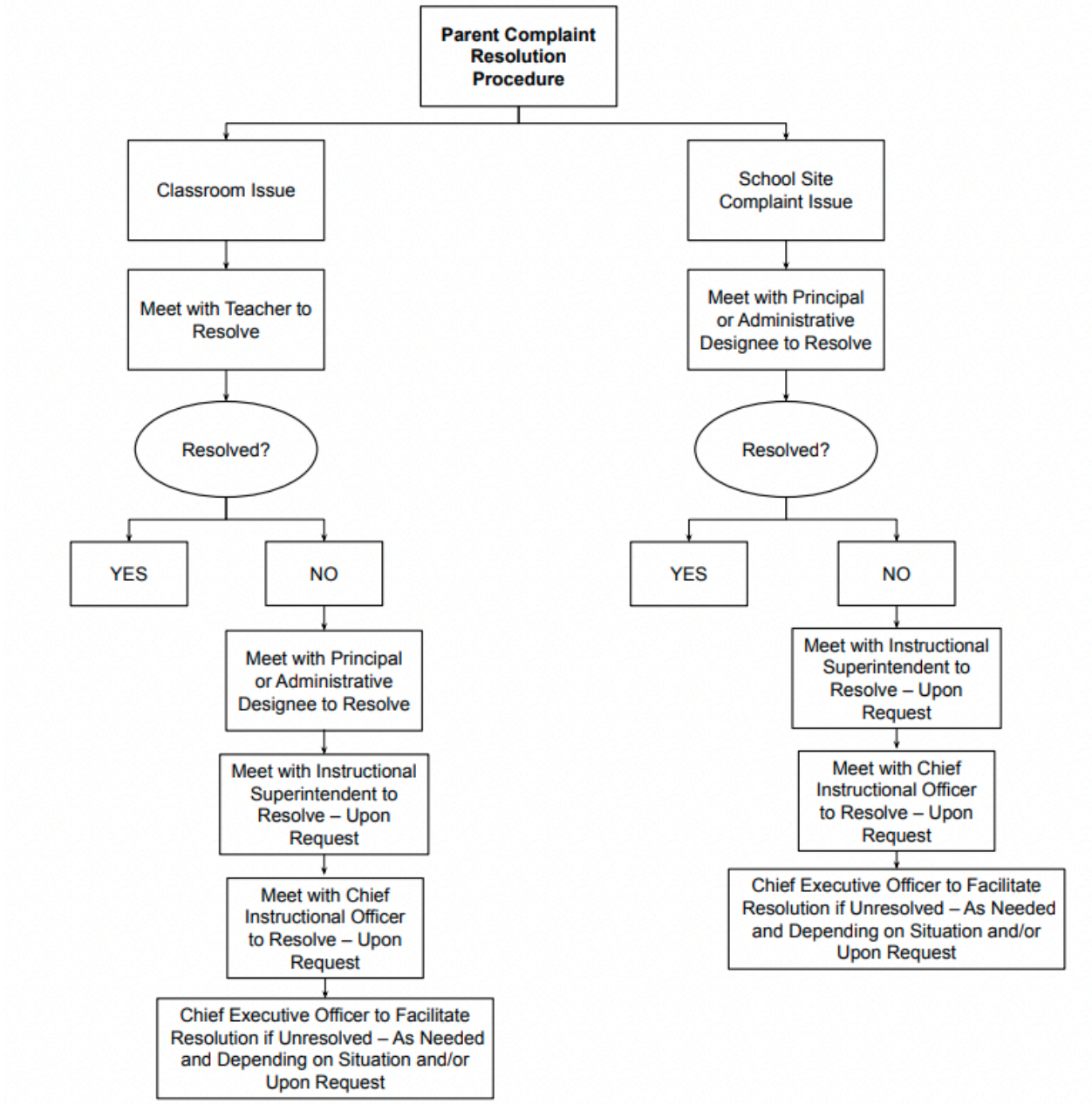
REV: 04/26

Stakeholder Complaint Procedure

Complaints arising from within an Alliance school shall be addressed by the school as appropriate.

Parent Complaint Resolution Procedures

Parents/guardians may resolve most issues through the school's internal resolution procedures following the chart below. Depending on the type of complaint, a parent/guardian may also utilize the school's formal resolution procedures, i.e. the Uniform Complaint Procedures and Title IX as appropriate.



REV: 04/24

Uniform Complaint Procedure

Alliance Ted K. Tajima High School is the local agency primarily responsible for compliance with applicable federal and state laws and regulations. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

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

- Complaints of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code Sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or a group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Education Code Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Complaints of violations of state or federal law and regulations governing the following programs and activities including but not limited to: Accommodations for Pregnant and Parenting Pupils; Adult Education; After School Education and Safety; Agricultural Career Technical Education; Career Technical and Technical Education and Career Technical and Technical Training Programs; Child Care and Development; Compensatory Education; Consolidated Categorical Aid Programs; Course Periods without Educational Content; Educational and Graduation Requirements for Pupils in Foster Care, Pupils who are Homeless, Pupils from Military Families,Pupils formerly in Juvenile Court now enrolled in an Alliance school, Pupils who are migratory, and Pupils participating in a newcomer program; Every Student Succeeds Act; Local Control and Accountability Plans (LCAP); Migrant Education; Physical Education Instructional Minutes; Pupil Fees; Reasonable Accommodations to a Lactating Pupil; Refusing Approval of Use or Prohibiting Use of Any Curriculum for Classroom Instruction or School Library Resource Pursuant to Section 243 of the Education Code; Regional Occupational Centers and Programs; School Plans for Student Achievement; School Safety Plans; School Site Councils; State Preschool; State Preschool Health and Safety Issues in LEAs Exempt from Licensing; and any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.
- A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    - "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
    - "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Education Code Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899.
    - Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts,

school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

Investigation of Discrimination, Harassment, Intimidation, and Bullying

Alliance will investigate and seek to resolve, in accordance with these uniform complaint procedures, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, and/or bullying or noncompliance with laws relating to all programs and activities implemented by Alliance schools that are subject to the uniform complaint procedures.

School personnel will take immediate steps to intervene when safe to do so if they witness an act of discrimination, harassment, intimidation, or bullying.
If the Alliance school finds merit in a complaint, or if the California Department of Education (CDE) finds merit in an appeal, Alliance shall provide a remedy to the affected scholar(s), as described below.

Alliance acknowledges and respects every individual's rights to privacy. In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected in accordance with the law. The school ensures that the complaint procedures contain confidentiality safeguards for immigration status information. As appropriate, identity of a complainant in a uniform complaint procedures investigation is not required to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law.

Alliance scholars have a right to a free public education, regardless of immigration status or religious beliefs. For more information about this issue, we recommend families review the "Know Your Rights" immigration enforcement established by the California Attorney General.

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

Equity Officer

Please contact the Equity Officer, who serves as the responsible employee for purposes of the school's uniform complaint procedures, if you have any questions, complaints or concerns:

For all UCP complaints, please contact:
Equity Officer
5101 Santa Monica Blvd Ste 8, PMB 271, Los Angeles, CA 90029
UCPComplaints@laalliance.org

Annual Notice

The Equity Officer shall annually provide this written notification of Alliance's uniform complaint procedures to all scholars, employees, parents/guardians of its scholars, advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

This annual notice is in English. Pursuant to Education Code Section 48985, if 15% or more of scholars enrolled in a particular Alliance school speak a single primary language other than English, the annual notice shall be provided in that language as well. The annual notice may be made available on Alliance's website.

The uniform complaint procedures shall be available in all Alliance schools' main offices and Alliance's Home Office. The Equity Officer shall make copies of the uniform complaint procedures available free of charge.

This notification does the following:

1. Identify the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known
2. Include a statement that the occupant responsible for processing complaints shall be knowledgeable about the laws and programs that they are assigned to investigate;
3. Include the list of all federal and state programs within the UCP's scope;Include a statement that:
    a. In order to identify appropriate subjects of state preschool health and safety issues pursuant to Health and Safety Code Section 1596.7925, a notice shall be posted in each California state preschool program classroom in each school in Alliance (if any), notifying parents, guardians, pupils, and teachers of both of the following
        i. The health and safety requirements under Title 5 of the California Code of Regulations apply to California state preschool programs pursuant to Health and Safety Code Section 1596.7925;
        ii. The location at which to obtain a form to file a complaint. Posting a notice downloadable from the CDE website shall satisfy this requirement

Procedures

The following procedures shall be used to address all UCP complaints All complaints shall be investigated and resolved within 60 calendar days of Alliance's receipt of the complaint.

Step 1: Filing a Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by Alliance, including anyone electing to file anonymously, if the anonymous complaint provides evidence or information leading to evidence to support an allegation of noncompliance. Except as stated below, complaints shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the Alliance.

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

Pupil fee complaints may be filed with the Principal or the Instructional Superintendent or their designee.

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

Complaints related to pupil fees may be filed anonymously (that is, without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance . Complaints related to Local Control and Accountability Plan compliance may also be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complaints regarding state preschool health and safety issues pursuant to Health and Safety Code Section 1596.7925 shall include the following statements (note that Alliance does not currently operate a preschool):

1. File with the preschool program administrator or his or her designee.
2. A state preschool health and safety issues complaint pursuant to Health and Safety Code Section 1596.7925 about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days, to the appropriate local educational agency official for resolution.
3. A state preschool health and safety issues complaint pursuant to Health and Safety Code Section 1596.7925 may be filed anonymously. A complainant who identifies themselves is entitled to a response if he or she indicates that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If Education Code Section 48985 is otherwise applicable, the response, if requested, and report shall be written in English and the primary language in which the complaint was filed.
4. A complaint form for a state preschool health and safety issue pursuant to Health and Safety Code Section 1596.7925 shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as he or she wishes.

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

Step 2: Mediation
Within ten (10) school days of receiving the complaint, the Equity Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Equity Officer shall make arrangements for this process.

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

If the mediation process does not resolve the problem within the parameters of law, the Equity Officer shall proceed with their investigation of the complaint.

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

Step 3: Investigation of Complaint
The Equity Officer is encouraged to hold an investigative meeting within fifteen (15) school days of receiving the complaint or an unsuccessful attempt to mediate the complaint.

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

Refusal by the complainant to provide Alliance's Equity Officer with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

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

Step 4: Response
The Equity Officer shall prepare and send to the complainant a written report of the investigation and decision, as described in Step 5 below, within sixty (60) calendar days of Alliance's receipt of the complaint, unless extended by written agreement with the complainant.

Step 5: Final Written Decision
Alliance's decision shall be in writing and sent to the complainant. Alliance's decision shall be written in English and, when required by law, in the complainant's primary language.

The decision shall include:

1. The finding(s) of fact based on the evidence gathered;
2. Conclusion providing a clear determination as to each allegation as to whether Alliance is in compliance with the relevant law;
3. Corrective actions if Alliance finds merit in a complaint;
    a. pertaining to complaints of Pupil Fees; LCAP; Physical Education Instructional Minutes; or Course Periods without Educational Content, the remedy shall go to all affected pupils and parents/guardians;
    b. for all other complaints within the scope of the uniform complaint procedures, the remedy shall go to the affected pupil;
4. Notice of the complainant's right to appeal Alliance's decision to the CDE;
5. Procedures to be followed for initiating an appeal to the CDE.

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

If Alliance finds merit in a complaint alleging noncompliance with the laws regarding Pupil Fees; Local Control and Accountability Plans (LCAP); Physical Education Instructional Minutes (grades 1 through 8); and/or Course Periods without Educational Content, the remedy shall go to all affected scholars and parents/guardians. For all other complaints within the scope of the uniform complaint procedures, the remedy shall go to the affected pupil.

Alliance will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all scholars, parents and guardians who paid a pupil fee within one (1) year prior to the filing of the complaint.

<u>Appeal Process</u>
If dissatisfied with Alliance's decision concerning a complaint regarding programs within the scope of the UCP, the complainant may appeal to the CDE by filing a written appeal within 30 calendar days of the date of Alliance's final decision. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Alliance failed to follow its complaint procedures, and/or
2. Relative to the allegations of the complaint, Alliance's final decision lacks material findings of fact necessary to reach a conclusion of law, and/or

3. The material findings of fact in Alliance's final decision are not supported by substantial evidence, and/or
4. The legal conclusion in Alliance's final decision is inconsistent with the law, and/or
5. In a case in which Alliance found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be accompanied by a copy of the locally filed complaint and a copy of Alliance's final decision.

Complaints relating to Discrimination, Harassment, Intimidation, and/or Bullying
Appeals of Alliance decisions regarding discrimination, harassment, intimidation, and/or bullying allegations, as well as findings regarding provision of accommodations to lactating scholars, should be sent to:

California Department of Education
Education Equity UCP Appeals Office
916-319-8239
1430 N Street
Sacramento, CA 95814

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

California Department of Education
Categorical Programs Complaints Management Office
916-319-0929
1430 N Street
Sacramento, CA 95814

Complaints relating to the Local Control Accountability Plan (LCAP)
Appeals of Alliance decisions regarding LCAP should be sent to:
California Department of Education
Local Agency Systems Support Office
916-319-0809
1430 N Street
Sacramento, CA 95814

Upon notification by the CDE that the complainant has appealed Alliance's decision, the Equity Officer shall forward the following documents to the CDE:

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

Civil Law Remedies

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

UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC Section 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the complainant must file with the school's preschool program administrator or their designee. Alliance does not currently operate a preschool program.

A state preschool health and safety issues complaint about problems beyond the authority of a school's preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to the appropriate school official for resolution.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If EC Section 48985 is otherwise applicable, the response, if requested, and the school's Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint form for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish.

When investigating a UCP state preschool health and safety issue the preschool program administrator or the school's designee shall make all reasonable efforts to investigate any problem within their authority, and investigations shall begin within 10 calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period, but not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within 45 working days of the initial filing. If the preschool program administrator makes this report, they shall also report the same information in the same timeframe to the school's designee.

Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

A complainant not satisfied with the resolution of the preschool program administrator or the school's designee has the right to describe the complaint at a regularly scheduled hearing of the board. A complainant will not be precluded from filing an appeal to the State Superintendent of Public Instruction (SSPI) if the complainant does not file a local appeal.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the school's designee has the right to file an appeal to the SSPI within 30 calendar days of the date of the Investigation Report.

The complainant shall comply with the same appeal requirements of 5 CCR section 4632 as in the section above regarding the Appeal Process.

The complainant shall include a copy of the Investigation Report and specify and explain the basis for the appeal, including at least one of the following:

- the preschool program administrator or the school's designee failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- If the preschool program is found noncompliant, the corrective actions fail to provide a proper remedy.

The SSPI or their designee shall comply with the requirements of 5 CCR Section 4633 and shall provide a written Investigation Report to the State Board of Education describing the basis for the complaint, the school's response to the state preschool health and safety issues pursuant to HSC Section 1596.7925 complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from the school's remedy.

The school shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and its board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the school's board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

All complaints and responses are public records.

REV: 04/25

Policies and Procedures

Non-Discrimination

Alliance College-Ready Public Schools ("Alliance") and Alliance schools do not discriminate against any scholar on the basis of the characteristics listed in Education Code Section 220 (actual or perceived or a combination of disability, gender, gender identity, gender expression, genetic information, marital status, national origin, political affiliation, pregnancy and related conditions, race or ethnicity - including ancestry, color, ethnic group identification, and ethnic background, traits associated with race, including, but not limited to, hair texture and protective hairstyles including, but not limited to, such hairstyles as braids, locs, and twists, religion, sexual orientation, or immigration status) and Education Code Section 221.5, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any policy, procedure or program. Alliance schools also comply with the requirements of Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1990, and other applicable federal and state laws. This policy applies to all acts of Alliance's governing board in enacting policies and procedures that govern Alliance.

Title IX

Alliance does not discriminate on the basis of sex in any of its programs or activities. Title IX of the Education Amendments of 1972 prohibits Alliance from discriminating in such a manner. This prohibition extends to admission, employment, and all programs and activities of Alliance. Alliance has designated the following individuals as its Title IX Coordinators to receive complaints and reports of

information that may constitute sex discrimination under Title IX:

For Scholar-related Complaints, please contact:

Director, Scholar Services
5101 Santa Monica Blvd Ste 8, PMB 271, Los Angeles, CA 90029
213-302-8741
ScholarTitleIXCoordinator@laalliance.org

For Employee-related Complaints or other complaints under Title IX, please contact:

Director, Employee Relations
5101 Santa Monica Blvd Ste 8, PMB 271, Los Angeles, CA 90029
213-660-1215
EmployeeRelations@laalliance.org

Inquiries about the application of Title IX may be referred to the Alliance Title IX Coordinator or to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or both. Alliance's nondiscrimination policy and grievance procedures under Title IX are located at: https://sites.google.com/laalliance.org/title-ix-website-alliance/home

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Admissions

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

Enrollment, admissions, and lottery policies can be found within the school's charter which can be located on the school's website.

Participation in the lottery does not obligate enrollment. Families will have the opportunity to review any offer received and may choose to accept or decline. Scholars will only be enrolled at Alliance Ted K. Tajima High School if the family elects to accept the offer and completes the enrollment process.

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Enrollment of Scholars in Special Subgroups

Homeless Scholars

Alliance schools shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each homeless child or youth has equal access to the same free, appropriate public education as provided to other children and youths. Alliance schools shall comply with all applicable provisions of Federal 42 United States Code (U.S.C) Sections 11431 -11435 and reinforced in California Education Code.

Temporarily Displaced Scholars

For the purposes of enrollment, if an enrolled scholar leaves an Alliance school for any of the following reasons, the school will consider the leave a temporary displacement and will hold their spot and re-enroll the scholar upon their return.

- Scholar is a homeless or foster youth
- Scholar is attending a Residential Treatment Center
- Scholar is enrolled at Carlson Home Hospital School
- Scholar is a pregnant or parenting scholar on parental leave
- Scholar is placed in Juvenile Hall
- Scholar/Parent is Detained or Deported by United States Immigration and Customs Enforcement (ICE)

Over-Age Scholars

In order for a scholar over nineteen (19) years of age to remain eligible for generating charter school apportionment, the scholar shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Education Code Section 47612(b))

As defined by the California Code of Regulations (5 CCR Section 11965), "satisfactory progress" means the scholar who is over 19 years old is making uninterrupted progress (1) towards completion, with passing grades, of the substance of the course of study that is required for graduation from a non-charter comprehensive high school of LAUSD, that the scholar has not yet completed, (2) at a rate that is at least adequate to allow the scholar to successfully complete, through full-time attendance, all of that uncompleted coursework within the aggregate amount of time assigned by LAUSD for the study of that particular quantity of coursework within its standard academic schedule.

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

Any scholar admitted to an Alliance school will be held to the guidelines of the aforementioned laws if they will turn 19 years of age during their high school career.

Pending Expulsion or Expelled Scholars

Scholars in pending expulsion proceedings from another school or district may not enroll until a determination has been made by that school about the scholar's expulsion status. Alliance schools shall not enroll a scholar expelled by another school or district during the term of the scholar's expulsion until rehabilitation has been cleared by the former school or district from which the scholar was expelled.

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Scholar Withdrawals and Returns

Scholar Withdrawal

If a parent wishes to withdraw a scholar from an Alliance school, it is the parent's/guardian's responsibility to notify the Principal. This can be done during a meeting with the Principal or be submitted in writing. A scholar check-out form is required for any scholar withdrawal. The school may withhold copies of the scholar's official transcript in accordance with applicable law (EC 49014(g)(2)) until all books and equipment are returned and outstanding fees are paid.

Scholar Returns

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

Scholars who have been incarcerated, are returning from juvenile detainment, and/or are on probationary status with the juvenile court system must attend a readmission conference with their parent/guardian and Principal before returning to the school. Scholars who have been previously expelled must successfully complete the terms outlined in their rehabilitation plans prior to being eligible to return to school.

REV: 05/26

Scholar Records and Privacy

Inspection of Records

Parents/guardians have a right to review their child's education records. Scholar education records are available for review during regular school hours. Written requests for access should be submitted to the school main office.

Immigration Status, Citizenship Status, and National Origin Information

Except as legally permissible to identify and support newcomer pupils, Alliance personnel shall not inquire specifically about a scholar's citizenship or immigration status or the citizenship or immigration status of a scholar's parents/guardians; nor shall personnel seek or require , documentation or information that may indicate a scholar's immigration status, such as a Social Security Number, green card, voter registration, a passport, or citizenship papers.
Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Alliance personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the Principal shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Alliance's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Protection of Scholar Records and Privacy

The Principal is responsible for ensuring identifiable scholar information is maintained in a secure manner and access is only granted to authorized individuals in accordance with applicable law. These authorized individuals shall receive training regarding those policies and procedures related to handling sensitive information.

Protecting scholar privacy is of utmost importance. Alliance schools have adopted reasonable physical, administrative, and technical safeguards to protect scholar data. These safeguards include access control to school databases and use of locks and similar mechanisms to protect physically stored scholar information. School staff will endeavor to ensure sensitive scholar records are not left out and secured after use. School staff shall not disclose personally identifiable information from a scholar

education record to other staff members or third parties unless there is a legitimate educational interest or other legally permissible reason. Requests for scholar information from third parties shall be reviewed consistent with school policies and applicable law to prevent unauthorized disclosure.

Alliance schools will not release information that might indicate a scholar's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA) or other applicable law.

Collecting and Retaining Immigration, Citizenship, and National Origin Information
If Alliance possesses information that could indicate immigration status, citizenship status, or national origin information, Alliance shall not use the acquired information to discriminate against any scholars or families or bar children from enrolling in or attending school. If parents/guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, Alliance shall not use such actions as a basis to discriminate against any scholars or families or bar children from enrolling or attending school.

Alliance schools shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin. This does not prohibit any Alliance school from making its required data submissions (e.g., CALPADS).

School personnel will take the following action steps upon receiving an information request related to a scholar's or family's immigration or citizenship status:

- Notify Principal about the information request.
- Principal should contact the school's Network Operations Lead and legal counsel.
- Principal is responsible for providing scholars and families with appropriate notice and a description of the immigration officer's request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide scholars and parents/guardians with any documents issued by the immigration-enforcement officer.

Alliance schools will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Collecting and Retaining Scholar Information
Alliance schools maintain various scholar education records, including, but not limited to, transcripts, enrollment records, disciplinary records, and immunization records. Schools must have written permission from the parent/guardian or eligible scholar in order to release any information from a scholar's education record. Schools may disclose, without consent, "directory" information (defined at Alliance as a scholar's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance) or for other legitimate education records purposes under FERPA and the California Education Code. However, schools must notify parents/guardians and eligible scholars about directory information and allow parents/guardians and eligible scholars a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents/guardians and eligible scholars annually of their rights under FERPA. See the school's FERPA policy and annual notice at the end of this Handbook.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Alliance shall provide parent/guardian or eligible scholar notification of any court orders, warrants, or subpoenas before responding to such requests. Alliance shall require written parent/guardian or eligible scholar consent for release of

scholar information, unless the information falls within an exception under FERPA or under Education Code section 49076, is relevant for a legitimate educational interest or includes directory information only. These exceptions do not permit disclosing information to immigration authorities for immigration enforcement purposes; no scholar information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

Alliance's request for written parent/guardian or eligible scholar consent for release of scholar information must include the following information: (1) the signature and date of the parent/guardian, or eligible scholar providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents/guardians or eligible scholar, a copy of the records to be released. Alliance shall permanently keep the consent notice with the education record file.

The parent/guardian, or eligible scholar is not required to sign the consent form. If the parent, guardian or eligible scholar refuses to provide written consent for the release of scholar information that is not otherwise subject to release, Alliance shall not release the information.

Questions Regarding Immigration Status/Social Security Numbers

Alliance schools do not solicit or collect entire Social Security numbers or cards. Alliance schools solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, the school shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the scholar from enrolling in or attending the school.

Alliance schools treat all scholars equitably in the receipt of all school services, including, but not limited to, the gathering of scholar and family information for the free and reduced lunch program, transportation and educational instruction.

REV: 05/26

Attendance

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

Absences

Scholars and parents/guardians should do everything in their power to guard against absences from classes, including taking good care of their health and arranging necessary appointments outside of school time.

Excused absences will be granted in accordance with (Education Code Section 48205, including for the

following reasons):

- If a scholar is personally ill, including an absence for the benefit of the scholar's mental or behavioral health;
- Medical, dental, optometry, or chiropractic appointments (verified by a note signed by a physician);
- Quarantine under the direction of a health officer;
- Attending funeral services of a member of their immediate family (maximum of 5 days for each funeral/immediate family member's death);
- Observance of a religious holiday or ceremony, attendance at religious retreat (limited to four hours per semester; must be approved by Principal at least three days prior to requested release);
- Justifiable personal reasons as permitted by law such as serving on jury duty or an appearance in court;
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code;
- For the purpose attending the scholar's naturalization ceremony to become a United States citizen;
- For the purpose of participating in a cultural ceremony or event;
- Attending an employment conference or educational conference on the legislative or judicial process (must be approved by Principal at least three days prior to requested release);
- Due to the illness or medical appointment during school hours of a child of whom the scholar is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor;
- Spending time with a member of the scholar's immediate family who is an active duty member that has been called to duty, is on leave from, or has immediately returned from, deployment (Education Code Section 49701);
- Due to the pupil's participation in military entrance processing.
- Employment in the entertainment industry for a maximum of five absences per school year with prior Principal approval (Education Code Section 48225.5);
- Engaging in civic or political events (includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls). The excused absence is limited to one school day per school year and must be approved by the Principal at least three days prior to requested release (additional absences for this reason may be excused at the discretion of a school administrator).

Unexcused absences may include, but are not limited to:

- Unverified absence (e.g., absence note that lists reason as "personal")
- Vacations or trips
- Running errands for family

Parent/Guardian Notification of Scholar Absence

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

Procedure for Clearing Absences

When the scholar returns to school, they must provide the school main office with a note from their parent/guardian or have their parent/guardian call the school to explain the reason for the absence. See the section in this handbook entitled "School-Specific Policies" to see within how many school days the note must be received, in order to excuse the scholar's absence. Any scholar who is absent for medical,

dental or other professional services must, in addition, present a note to the main office directly from the provider's office. The school is required to keep the note, signed by the parent/guardian for every scholar absence, on file. In cases when the parent/guardian calls the school to explain an absence, the school must keep separate written documentation or an electronic log of the call.

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

Long-Term Absences

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

If a scholar experiences frequent or extended illness-related absences, the school may request additional documentation from a healthcare provider and/or initiate a support process to ensure the scholar's well-being and continued academic progress.

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

Make-Up Assignments

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

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

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

Independent Study

The Alliance Independent Study policy is available in the school main office. Families interested in requesting independent study for their child must make an appointment with the Principal.

REV: 05/26

Tardy

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

A scholar is considered tardy if they are not in their seat when the bell rings signaling the start of class. If a scholar arrives late to school, they must obtain a tardy slip from the school main office. A tardy may be excused only with written verification from a parent/guardian upon the scholar's arrival at the school that the tardy is due to a valid excuse (same as for excused absences), or if the parent/guardian accompanies the scholar into the school building to sign them in with a valid excuse.

Unexcused tardies are cumulative and may result in the following disciplinary actions. The actions listed below may vary by school, please refer to the school specific section of the handbook for the school's tardy policy.

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

REV: 04/24

Chronic Absenteeism

A scholar who misses ten percent (10%) or more of school days, regardless of whether the absences are excused or unexcused, or if the scholar is suspended, is considered chronically absent. Chronic absenteeism is linked with poor scholar performance, low academic engagement, and increased risk of high school dropout. Many families are surprised to learn that missing just two days of school per month can lead to a scholar becoming chronically absent. Over the course of the school year (183 days), a scholar cannot miss more than 18 total days in order to not be chronically absent. Alliance is committed to partnering with families to prevent chronic absenteeism. When a scholar becomes, or is at risk of becoming, chronically absent, the school will initiate various forms of intervention to help improve attendance and remove barriers to missing school.

REV: 05/26

Interventions for Addressing Attendance

Attendance Tiered Intervention Protocol

Tier	Trigger	Interventions
Tier 1	Day of all absences	● Call home to family
Tier 2	Scholars Missing 5-9% of School	● Send attendance mail nudge letter home ● Hold family attendance conference
Tier 3	Scholars Missing 10% or More of School	● Send attendance mail nudge letter home ● Refer scholar for case management ● Home visit recommended
Additional Support	Scholars Missing 30 or More Cumulative Unexcused Days	● Refer case to Alliance Home Office for additional support

Inactive Withdrawal

After ten (10) school days of consecutive unexcused absences with no response to phone calls, certified letters, home visits, or the School Attendance Team process, a scholar will be placed on inactive status, withdrawn from school. Scholars who are inactive are no longer part of the school's enrollment count. Prior to placing a scholar on inactive status and withdrawing them, the school will send the parent/guardian written notice. The parent/guardian of the scholar has the right to request a hearing before the effective date of removal. If a hearing is requested, the scholar will remain enrolled and will not be removed until the school issues a final decision. Any scholar who is no longer enrolled can return to the school after following the school's waiting list procedures, if applicable. The school will follow all applicable state and federal laws for scholars who have a Section 504 Plan or IEP.

REV: 04/24

Chronic Absence Withdrawal

If the conditions of a scholar's attendance intervention plan/contract are not met after 30 or more unexcused absences, a principal can appeal to the Chief Operations Officer to request that any additional unexcused absences lead to withdrawal of their scholar from the Alliance school of enrollment. No scholar shall be disenrolled under this policy unless:

- there is written approval from the Chief Operations Officer; and
- the parent/guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) school days before the effective date of the action.

Additionally, the parent/guardian of the scholar has the right to request a hearing with the school principal or designee before the effective date of removal. If a hearing is requested, the scholar will remain enrolled and will not be removed until the school issues a final decision. Any scholar who withdraws under this policy can return to the school after re-applying for a seat and following the school's waiting list procedures, if applicable. Once the scholar has been checked out, the school will follow all applicable state and federal laws for scholars who have a Section 504 Plan or IEP.

REV: 04/24

Walkouts

While we respect our scholars' right to express their views on important issues, our priority is to ensure their safety and keep families informed.

School Policy on Walkouts

- **Attendance Impact:** Scholars who leave campus during instructional time will be marked with an unexcused absence in accordance with Alliance policies.
- **Safety Concerns:** While school staff and security monitor exits, once scholars leave campus, the school is unable to ensure their supervision.
- **Alternative Forms of Expression:** We encourage scholars to engage in structured, on-campus opportunities to share their perspectives, such as scholar forums, letter-writing activities, discussions with school leadership, organized assemblies, or field trips to City Hall.
- **Disciplinary Actions:** Scholars are not permitted to leave school during instructional hours, and doing so may result in disciplinary action. We encourage families to discuss important issues and encourage scholars to find safe, constructive ways to express their beliefs.

Homeless Education Program Policy

The Homeless Education Program Policy has been established in order to ensure the educational rights and protections of children and youth experiencing homelessness at Alliance schools. The policy and procedures are based on existing federal law, the McKinney-Vento Homeless Assistance Act, 42 United States Code (U.S.C) Sections 11431 -11435 and reinforced in the California Education Code. Alliance complies with federal law in ensuring that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence and also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, are living in emergency or transitional shelters, are abandoned in hospitals, or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

Duties of Liaison for Homeless Children and Youth

Alliance designates a liaison for homeless children and youth ("Liaison"), who shall ensure that:

- Homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies. Alliance schools administer an annual housing questionnaire for all scholars to support homeless identification in accordance with California Education Code Section 48851.
- Homeless children and youths are enrolled in and have a full and equal opportunity to succeed in schools.
- Homeless children, youths, and their families have access to and receive educational services for which they are eligible for, including Head Start, the Early Intervention Program for Infants and Toddlers with disabilities, and any other preschool programs administered by Alliance, if any.
- Homeless children, youths, and their families receive referrals to services for health care, dental, vision, mental health, substance abuse, housing, and other appropriate services.
- Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by homeless parents, guardians, and unaccompanied youths in a manner and form understandable to them.
- Enrollment, school selection, and eligibility disputes are mediated according to the dispute resolution process.
- Homeless children, youths, and their families are provided with information on and assistance in accessing transportation, including to and from the school of origin.
- School personnel that provide services to homeless children, youths, and their families – including the Liaison – receive professional development and other support to heighten awareness of the specific needs of homeless youth. The Liaison will be responsible for verifying that Alliance is providing the required training to school personnel providing services to youth

experiencing homelessness at least annually, as required by the California Department of Education.
- Coordination occurs with state, community, and school personnel to provide education and related services to homeless children and youths.
- Alliance collects and provides the California Department of Education reliable, valid, and comprehensive data regarding homeless education.

Dispute Resolution

If a dispute arises over eligibility, school selection, or enrollment in a school, Alliance must:

- Immediately enroll the child or youth to the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
- Provide written explanation to the parent, guardian, or unaccompanied youth of the school's decision, including the rights of the parent, guardian, or unaccompanied youth to appeal such decision.
- Refer the youth, parent, or guardian to the Liaison to carry out the dispute resolution as expeditiously as possible.
- Ensure that an unaccompanied youth is immediately enrolled in school, pending resolution of the dispute.

School Stability

If a scholar is homeless or becomes homeless during the school year, Alliance shall allow the scholar to continue their education in their school of origin.

- The school of origin means the school the homeless child attended when permanently housed or the school in which the homeless child was last enrolled. If the school the homeless child attended when permanently housed is different from the school in which the homeless child was last enrolled, or if there is some other school that the homeless child attended with which the child is connected and attended within the immediately preceding 15 months, the Liaison, in consultation and agreement of the child and the person holding educational rights shall determine, in the best interests of the child, the school of origin.

The homeless child shall be allowed to attend their school of origin for the following duration:

- For the duration of their homelessness, including continuing with feeder school patterns to ensure the child has the benefit of matriculating with his or her peers.
- Through the remainder of the academic year, if the child or youth is in kindergarten through eighth grade and becomes permanently housed during an academic year.
- Through graduation of high school, if the child or youth was in high school and becomes permanently housed during an academic year.

If Alliance determines it is not in scholar's best interests to attend their school of origin, Alliance must provide written notice to the parent, guardian or unaccompanied youth of the reasons for its determination and provide information as to how to appeal the decision.

If the homeless child continues to live in the area served by Alliance in which the school of origin is located, Alliance must provide or arrange for the child's transportation to or from the school of origin.

If the child is attending Alliance as the school of origin but begins living in an area served by another local educational agency (LEA), Alliance and the LEA in which the child is living must agree upon a method to apportion responsibility and costs for providing the child the transportation to and from the school of origin.

Comparable Services

Alliance shall provide services to homeless scholars comparable to those offered to other scholars, such as:

- Transportation services
- Educational services for which the child or youth meets the eligible criteria, such as services provided under Title I or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners
- Programs in career and technical education
- Programs for gifted and talented education
- School nutrition programs

Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities at Alliance, if any.

Immediate Enrollment and Obtaining Records

Alliance must immediately enroll the homeless child or youth, even if the child or youth:

- Is unable to produce records normally required for enrollment, including immunization records.
- Has missed application or enrollment deadlines during any period of homelessness.
- Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or does not have clothing normally required by the school, such as school uniforms.

Alliance must immediately refer parents, guardians or unaccompanied youth to the Liaison to assist them in obtaining necessary immunization or other required health records. Alliance shall maintain scholar records for each homeless child or youth so that the records are available when a child or youth enters a new school or school district. Alliance shall treat information about a homeless child's or youth's living situation as a scholar education record, which shall not be deemed to be directory information, and shall not be released absent written consent. This would include not disclosing the homeless scholar's address.

Coursework, Credits, and Graduation Requirements

When a homeless scholar transfers into Alliance, Alliance shall:

- Accept and issue full credit for any coursework that the scholar has satisfactorily completed and shall not require the scholar to retake the course.
- Issue partial credit for any coursework when the scholar did not complete the entire course, and allow the scholar to take the uncompleted portion.

Homeless scholars who transfer to Alliance any time after the completion of their second year of high school shall be exempt from any of Alliance's graduation requirements that are in excess of the California minimum graduation requirements unless Alliance finds that the scholar is reasonably able to complete the requirements and graduate by the end of the fourth year. Within thirty (30) calendar days of the date that a homeless scholar who may qualify for such exemption transfers into Alliance, Alliance shall notify the scholar and their educational rights holder of the availability of the exemption and whether the scholar qualifies for it.

Please see the Alliance school's website for further resources for scholars experiencing homelessness and direct contact information of the school's homeless Liaison.

REV: 05/26

Community Eligibility Provision (CEP) and Family Household Survey (FHS)

Regardless of income, all scholars at Alliance schools will be given free meals due to Alliance schools' participation in the federal Community Eligibility Provision and state Universal Meals Program. These programs allow schools to offer breakfast and lunch at no charge to all scholars enrolled in our schools. This means that families will not be required to submit a meal application to receive free meals and will not be charged for any meals while at school. In order to ensure Alliance remains eligible for funding for this program, our schools collect income information for funding and grant purposes, meaning families will be asked to complete a Family Household Survey.

REV: 04/24

Civil Right Complaint Policy for Child Nutrition Program

If any family or scholar would like to file a formal civil rights complaint, the following procedures must be followed:

- Complainants must fill out a USDA Program Discrimination Complaint Form which can be found at https://www.usda.gov
- Or write a letter that contains the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail about the nature and date of an alleged civil rights violation.
- The form can be sent to:
    - Child Nutrition Programs
      Civil Rights and Program Complaint Coordinator
      California Department of Education
      Nutrition Services Division
      1430 N Street, Room 4503
      Sacramento, CA 95814-5901
      800-952-5609
      CNPComplaints@cde.ca.gov

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School Uniform Requirements

Standard School Uniform

In accordance with the expectations of Alliance schools, all scholars attending Alliance schools must adhere to a uniform policy. One school uniform shall be provided to each scholar at no cost. Although each Alliance school may modify school colors as needed for school safety, scholars must adhere to the school's uniform requirements at all times. Any scholar who needs assistance with identifying conforming clothing should contact the school office directly. Students or parents requesting an exemption from any provision of the School Uniform Requirements for religious or other reasons should contact their school principal directly. See the section in this handbook entitled "School-Specific Policies" to see the school's uniform requirements.

Out-of-Uniform Consequences

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

Parents/guardians shall be contacted immediately when their child is not adhering to the uniform policy. If a scholar is out-of-uniform, parents/guardians will be asked to bring the scholar a change of clothes. If the school has a loaner uniform program, the scholar may be provided with a loaner uniform to wear for

the remainder of the school day. In these instances, the scholar must return the loaner uniform in order to have their personal clothing returned.

Scholars that regularly violate the uniform policy may be counseled on an individual basis by the Principal.

Free-Dress Guidelines

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

Only on an occasion of "free-dress":

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

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

Any modifications and changes to the free-dress guidelines and requirements are at the discretion of the Principal .

Physical Education (PE) Uniform

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

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

REV: 04/24

Textbooks

Physical textbooks may be issued for certain courses and will be checked out directly to the scholar. Scholars assume full responsibility for the security and maintenance of their textbooks. Should textbooks

be lost, stolen, damaged or defaced after issuance to a scholar, that scholar may be required to pay a replacement fee before a new book is issued or at the end of the academic year.

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

Withdrawing or transferring scholars must return all checked-out school books and equipment prior to exiting the school. The school may withhold copies of the scholar's official transcript until all books and equipment are returned and outstanding fees are paid in accordance with applicable law.

Discriminatory Textbooks, Curriculum and Instructional Materials (Education Code Section 244)

- Prohibition of discriminatory instructional material
  The Alliance Governing Board will not adopt or approve the use of any textbook, instructional material, supplemental instructional materials, or curriculum for classroom instruction if the use of such material would subject a pupil to unlawful discrimination.

- Uniform Complaint Procedure (UCP) complaint
  Complaints alleging a violation of prohibition of discriminatory instructional material can be filed under the UCP procedures or be filed with the State Superintendent of Public Instruction (SSPI) directly. The complaint can be filed by any member of the public, including anyone electing to file anonymously.

REV: 04/25

Scholar Computing Devices and Acceptable Use

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

Use of these technologies is a privilege that carries responsibility and behavioral expectations consistent with all school rules and policies, including, but not limited to, those stated in the School Parent-Scholar Handbook. It is understood that scholars will use all types of computing devices and the school's network in a responsible, ethical, and legal manner at all times.

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

Computing Devices

Terminology
For this document, the term "*device*" or "*devices*" means a computing device or computing devices and all accessories thereto. A computing device is any electronic equipment provided by Alliance schools for scholar use, for the purpose of delivering learning material and curriculum to its scholars. These devices may include but are not limited to Mac laptops, iPads, tablet devices, Windows computers, Chromebooks, hotspots, printers, projectors, keyboards, mice, and monitors.

Signing Acceptable Use and Receiving a Computing Device
Parents/guardians and scholars must sign and return the Acceptable Use Policy and Pledge documents. If a device is sent home with a scholar for a limited term loan, a contract must also be signed by the scholar and parent/guardian.

Device School Return
In the event devices are loaned out to scholars, devices must be returned on the date indicated in the signed contract or during the last week of the school year in accordance with the school's check-in/out policy. All devices and accessories are numbered and itemized prior to issuance, and upon return all devices and accessories will be inspected for damages and inventoried.

Scholars who transfer, are expelled from, or withdraw for any reason from Alliance schools during the school year, must surrender their device(s) and all accessories upon termination of enrollment.

Failure to Return Device
Failure to return a device and all accessories may result in a theft report being filed by the school office manager or technology assistant with the local police department. If a scholar fails to return the device at the designated time or upon termination of enrollment at any Alliance school, that scholar and/or parent/guardian may be subject to criminal prosecution and/or civil liability. The scholar may be asked to pay the replacement cost of the device, or, if applicable, any insurance deductible. Furthermore, the scholar may be responsible for any willful damage to the device. The scholar may be charged a fee for any needed repairs, not to exceed the replacement cost of the device. The device must include its power adapter and cable when it is returned.

Maintenance of Devices
Scholars are responsible for the general care of the device they have been issued by the school. Devices that are broken or fail to work properly must be taken by the scholar to the office so the technology staff can do an evaluation of the equipment. A device may be recalled to the school in order to perform software updates that are needed to ensure that the device remains functional and secure, especially during the Scholar Assessment periods.

General Precautions
The device is school property and all users will follow this policy for technology:

- Cords and cables must be inserted carefully into the device to prevent damage;
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of Alliance schools;
- Devices must never be left in an unlocked car, school cubby or any unsupervised area (including taking devices out of their carrying case in any mode of public transportation);
- Scholars may not use "skins" or stickers to "personalize" their device as the device may get redistributed to another scholar, e.g in the event of a separation from the school or if the device requires repair.

Carrying Devices
The protective cases, if provided with the device, have sufficient padding to protect the device from normal treatment and provide a suitable means for carrying the device. The guidelines below should be followed:

- Devices should always be within the protective case with the lid in a closed position when being carried.

- Avoid placing too much pressure and/or weight (such as folders and workbooks) on the device screen or laptop.
- Some laptops do not have a protective case and should be handled with extra care. For example, do not carry it with one hand especially with the lid (screen) open.
- Devices should not be held or carried from the screen or lid.

Screen Care

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

- Do not lean on the top of the device.
- Do not place anything near the device that could put pressure on the screen. Do not place anything in the carrying case that will press against the cover. Clean the screen with a soft, dry cloth, microfiber or anti-static cloth. No harsh cleaners that can damage the surface of the device can be used.
- Do not "bump" the device against walls, car doors, floors, etc. as it will eventually break the screen.
- Do not close the lid while an object is inside, especially metal keys that can damage the screen

Using Your Device at School

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

Using Your Device at Home

Avoid Spills and Clean Carefully

- If the laptop or keyboard needs to be cleaned, wipe it down gently with a lightly moistened cloth.
- Never spray cleaning fluids directly onto the display screen, keyboard, or near the air vents or button recesses of the CPU unit (if it is a business desktop machine).
- If a drink or liquid is located close by, make sure that the drink or liquid is not on the same surface where the device is. Use liquid containers that are sturdy and preferably have lids on them.

Keep Your Device Steady and Breathing

- Look for stable working surfaces that will not allow the device to fall should the user step away momentarily.
- Try to choose surfaces that allow for ventilation.
- Keep the room dust free.

Watch Those Power Levels

- Keep an eye on the device's battery meter, especially if the user needs to relocate workspace from time to time. (An unexpected shutdown due to sudden loss of power can damage the operating system, and make it difficult for a computer to boot properly.)
- On Macs, the battery icon will indicate if it needs to be replaced or serviced.

Keep Your Wireless Network Secure

- Make sure the device is connected to the correct home wireless network (which can sometimes be difficult in crowded settings like an apartment building).
- Make sure the router is secure. Avoid accidental connections to nearby networks that may be unprotected or in use by potentially unsafe hosts.

Keep Devices Away from Animals

- Do not use the device in a room where animals are.
- Their fur and hair can get into the internal workings and damage the device.
- Also larger animals (e.g., dogs) can accidentally damage the device by knocking it off its support by brushing past, wagging their tail, tripping over cables, etc.

Device Undergoing Repair

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

Passwords

Devices will be password protected. Scholars are prohibited from sharing this password with anyone other than their parents/guardians.

Screensavers/Background Photos

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

Photos/Music

- Photo/image storage on the device will be for school projects only. Storage of scholar personal sound, music, games, programs, photos or downloaded images is NOT allowed.
- Scholars may not download music from iTunes or any other music-sharing site unless directed by or with the permission of a teacher.
- Music is only allowed on the device if provided by the teacher for educational use.
- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Non-educational games or applications are not allowed on the device.
- The device can only be synced with a school provided Apple ID account, Alliance's MDM or other school-known Apple ID.

Managing Your Files and Saving Your Work

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

It is the scholar's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Device malfunctions are not an acceptable excuse for not submitting work; therefore, scholars should save or backup all work.

Software on Devices

Originally Installed Software

Alliance schools will synchronize the device to contain the necessary programs for schoolwork. Scholars may synchronize devices or add apps through an Alliance iTunes account via Alliance's Self-Service Portal. The software applications originally installed by Alliance schools must remain on the device in usable condition and be easily accessible at all times.

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

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

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

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

Acceptable Use
Alliance's school technology resources that are provided by the school are not transferable or extendible by scholars to people or groups outside the school and terminate when a scholar is no longer enrolled in the school.

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

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

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

Alliance School Responsibilities
- Provide Internet at school and email access to scholars.
- Provide appropriate data storage areas or the scholar's school use through Google Drive or iCloud. These are school accounts and may be accessed at any time by the school. Alliance schools reserve the right to review, monitor and restrict information stored on or transmitted via school-owned equipment and/or cloud storage to investigate inappropriate use of resources.
- Provide staff guidance to aid scholars in doing research and help scholars to follow the acceptable use policy.

Scholar Responsibilities
- Use devices in a responsible and ethical manner. Follow general school rules concerning behavior and communication that apply to their use.
- Use all technology resources in an appropriate manner so as to not damage school equipment. Damages include, but are not limited to, the loss of data resulting from delays, non-deliveries, or service interruptions caused by the scholar's own negligence, errors or omissions.
- Help Alliance schools protect their devices by contacting an administrator about any security problems encountered.

- Monitor all activity on their account(s).
- Turn off and secure devices after use to protect work and information.
- Return devices to the school main office or assigned classroom at the end of each school year. Do not post private information.

Strictly Prohibited Scholar Activities

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing school policy or law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of chat rooms or sites selling term papers, book reports and other forms of scholar work.
- Use of school-issued devices to access any social media pages
- Use of any messaging services (e.g., Google Chat, IMO).
- Non-educational games or games not approved by a teacher.
- Use of outside data disks or external attachments without prior approval from the administration.
- Changing or removing device settings or Alliance loaded device management profiles (exceptions include personal settings such as font size, brightness, etc.).
- "Jailbreaking" or "hacking" the device or loading software that bypasses the system's original security measures or normal mode of operation. Sharing knowledge of such jailbreaking or hacking to other scholars is strictly not allowed and will be subject to disciplinary measures.
- Spamming or sending mass or inappropriate emails.
- Gaining access to other scholars' accounts, files, and/or data.
- Installing any electronic device (wired or wireless), including but not limited, to a network router, switch or any appliance or access point.
- Use of the school's Internet/email accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications such as, but not limited to, MSN Messenger, Yahoo Messenger, email, Discord, Telegram etc.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism of school equipment (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components).
- Transmitting or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients.
- Bypassing the Alliance school web filter through a web proxy or installing VPN (Virtual Private Network) software.
    - Accessing AI (Artificial Intelligence) sites, Github (to download extensions and bypass permissions) is strictly prohibited.
- Creating, sending, accessing or downloading material, which is abusive, hateful, harassing, or sexually explicit (e.g., engaging in inappropriate activity, such as but not limited to, sending threatening messages on social media or other forms of cyber bullying). Electronic or social media behavior that causes a substantial disruption to school, even if it occurred during non-school hours, may be subject to disciplinary action, including suspension and expulsion.
- Alliance devices automatically connect to a web-proxy security software called LightSpeed. Some inappropriate sites might still load on the device in spite of the presence of these protection softwares so it should be the responsibility of the scholar to report this incident to the school so that the appropriate remedial action can be taken. In no case should a scholar attempt to connect the device to any network other than what is provided at the school.

- In cases where a device is taken outside the school, then it may be connected to another network such as a home WiFi or a hotspot that is provided by the school.
- In cases where devices are in a shared or class-set environment, scholars are required to log out of their browser session or application before leaving the device. This prevents another scholar from, accidentally or not, assuming the identity of the previously signed in account.

Social Media

Scholars of Alliance schools are not permitted to utilize social media during school hours. Scholars who utilize social media, e.g. at home, are expected to set and maintain high ethical standards in their use of social networking. Since social media reaches audiences far beyond the community, scholars must use social networking sites responsibly and be accountable for their actions. If a scholar sees anything of concern on a fellow Alliance scholar's social networking page or account, they should immediately contact the school's administration, teachers, or another adult within the school.

- *"Think before you post."* Alliance schools ask scholars to use discretion when posting information onto the Internet.
- Alliance and Alliance schools reserve the right to request school-related images or content posted without permission to be removed.
- Do not misrepresent statements or information by using someone else's identity.
- Social media venues are public and information can be shared beyond a scholar's control. *"Be conscious of what you post online as you will leave a long-lasting impression on many different audiences."*
- Do not post or link anything (photos, videos, web pages, audio files, forums, groups, fan pages, etc.) to social networking sites that you wouldn't want friends, peers, parents, teachers, college admissions officers, or future employers to access. Any digital content that is created and/or posted will create a personal digital footprint that cannot be erased.
- When responding to others, remember to be respectful and avoid comments that may be hurtful. Do not use profane, obscene, or threatening language.
- Only accept invitations to share information from people you know. Utilize privacy settings to control access to the network, web pages, profile, posts, blogs, wikis, podcasts, digital media, forums, groups, fan pages, etc.
- Online stalkers and identity thieves are a real threat. Never share personal information, including, but not limited to, Social Security numbers, phone numbers, addresses, exact birth dates, and pictures with unknown parties or on unsecure sites.
- Users should keep passwords secure and never share passwords with others. *"If someone tampers with your blog, email, or social networking account without you knowing about it, you could be held accountable."*
- Cyber-bullying is considered an act of harassment and is considered unlawful and may result in suspension, expulsion, and/or reporting to law enforcement.
- If unsure, always ask a teacher or staff for advice

Legal Propriety

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

<u>Plagiarism Is a Violation of the School's Code of Conduct</u>

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

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

Scholar Discipline
If a scholar violates the above policy, they will be subject to the following disciplinary action, which may include but is not limited to:

- Phone call to parent/guardian
- Loss of privileges
- Detention
- Community service
- Mini-lesson assignment
- Conference with scholar and parent/guardian
- Suspension or expulsion for offenses such as cyberbullying or other technology-related acts in accordance with California Education Code

Protecting and Storing the Device
Device Identification
Scholar devices will be labeled in the manner specified by the school. Devices can be identified in the following ways:

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

Tampering, defacing or removing of the serial number and/or the asset tag on any technology device is strictly prohibited.

Storing Devices Used at School
When scholars are not using their device at school, the device should be stored in a device storage unit in each classroom or designated charging cart and connected to the charging adapter in preparation for the next class.

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

Damage Responsibility
Parents/guardians will be held responsible for all willful damage to their scholar's device including, but not limited to: broken screens, damaged metal casing, cracked plastic pieces, liquid spills, tampering or scrambling of keyboard keys, electro-static discharge that render the device inoperable, etc. Should the cost to repair the device exceed the value of the device, the scholar's parent/guardian will be required to pay for full replacement value. Lost items such as cases, actual devices and cables will be charged the actual replacement cost.

Education Code Section 48904 states, in pertinent part, that the parent/guardian of any minor who willfully cuts, defaces, or otherwise injures any real or personal property of Alliance schools or its employees, or fails to return same upon demand of Alliance schools, shall be liable for all damages caused by the minor.

Scholars should report any damage to their device to the office so the technology staff can do further evaluation. Responsibility may be determined after the device is sent for repair.

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Technology and Internet Safety

Internet Safety

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

Alliance will implement a mechanism to monitor all minors' online activities, including website browsing, email use, chat room participation and other forms of electronic communications. Such a mechanism may lead to discovery that a user has violated or may be violating this policy, the appropriate disciplinary code or the law. Monitoring is aimed to protect minors from accessing inappropriate matter, as well as help enforce this policy, on the Internet. Alliance reserves the right to monitor other users' online activities, and to access, review, copy, store or delete any electronic communications or files and disclose them to others as it deems necessary.

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

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

A scholar shall not use another scholar's device while that other scholar's account is logged in.

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

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

In compliance with the Children's Online Privacy Protection Act ("COPPA"), Alliance strictly follows the rules and regulations set forth by the Federal Trade Commission and, for this reason, Alliance school emails provided to scholars under the age of 13 cannot be used to send or receive emails outside of the Alliance domain.

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

The Information Technology Department or designated representatives will assist the school by providing age-appropriate training for scholars who use Alliance's Internet facilities regarding internet safety; appropriate behavior while online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.

Privacy Policy

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

Penalties for Improper Use of Alliance School Accounts

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

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Personal Property

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

Alliance Phone Free Policy

Alliance believes that limiting or prohibiting cell phone usage will enhance scholar academic focus, promote mental well-being, and strengthen school safety, peer-to-peer relationships, and teacher-scholar relationships. We recognize that limiting or restricting use of cell phones at Alliance schools will ensure all school communities create intellectually and emotionally safe learning communities where scholars can be their authentic selves, engage in deep learning, and are free from bullying and harassment.

The majority of Alliance schools will utilize either cell phone pouches, cell phone storage boxes, or cell phone door holders. A few Alliance schools will continue to have scholars stow their cell phones away in a purse or backpack – not pants pockets – with the volume off for the entire instructional day.

Phones or personal access points cannot be used to create a network or "hotspot" with inappropriate names. Scholars are not allowed to take pictures/videos with a cell phone or any electronic device on school premises and during school-sponsored events without approval of the Principal.

Scholars who do not follow this policy may have their cell phones confiscated. At the discretion of the Principal, only a parent/guardian or their approved family member or designee may collect items confiscated from scholars. Parents/guardians must be notified immediately after a device has been confiscated and must pick up the cell phone the same day.

The school must maintain a log of confiscated phones and have a place where parent/guardian or their approved family member or designee acknowledges pick up. The school is not responsible for any loss or

damage. Scholars may also be subject to other disciplinary action including, but not limited to, restorative conversations, detention, parent/guardian phone calls.

A scholar shall not be prohibited from possessing or using a cell phone under any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger, unless that circumstance is explicitly addressed in a comprehensive school safety plan (i.e. fire, earthquake lockdown, shelter in place, evacuation, gas/pipeline leak, or utility loss or failure).
- When a teacher or administrator grants permission to a scholar to possess or use a cell phone, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician or surgeon determines that the possession or use of a cell phone is necessary for the health or well-being of the scholar.
- When the possession or use of a cell phone is required in a scholar's Individualized Education Program.
    A.

Skateboards and Bicycles

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

Lost and Found

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

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Visitor

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

Closed Campus

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

Visitor Policy, Sign-in, and Verification

The Principal is responsible for managing involvement of volunteers and visitors, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program and preserve the peaceful conduct of school activities. It is also important that the presence of visitors and volunteers does not contribute to safety or security issues for scholars and staff members or for the visitors themselves. No outsider—which would include immigration-enforcement officers—shall enter

or remain on school grounds of the school's campus during school hours without having registered with the Principal or designee.

All Campus Visitors Must

- Request an appointment for a visitation date and time from the office staff before entering the school office. As much advance notice as possible should be given. No visitor can be guaranteed entry to the campus on a specific date and time.
- Sign into the school's electronic visitor log Raptor system immediately upon entrance, providing all requested information (e.g., visitor's name, date, time, purpose of visit, other additional information the school may require). This is for the safety of scholars, staff, as well as the individual in case of emergency. Failure to provide information may be grounds for denial of access.
- Show identification, including full legal name and date of birth. Failure to provide information may be grounds for denial of access.
- Schools will use the Raptor visitor system to check visitor name and date of birth, as provided on identification, to verify visitors against state and federal sex offender registry lists. Confirmation of individuals on federal and state sex offender registry may be grounds for denial of access.
- Complete a visitor's badge and obtain the Principal's or designee's approval before proceeding. The visitor's badge may include the following information: visitor name, date, time, destination and office approval. You may be required to wait depending on the Principal's or designee's availability.
- Wear and properly display a visitor's badge in a visible location at all times during while on school grounds.
- Keep observation of classroom activity to a particular purpose and reasonable frequency, as determined by the school.
- Follow the established procedures for scheduling an appointment with the teacher(s), administrators, and school staff.
- Return the visitor's badge to the school office before leaving the campus and sign out. You must indicate on the visitor's log the time you are leaving the school.

Some Important Rules for All Visitors:

- All visitors on campus are required to receive approval from the Principal, or the Principal's designee, prior to gaining entrance.
- Visitors must be escorted by designated school personnel at all times while on campus unless otherwise permitted by the Principal and only allowed to be in locations where permission has been granted .
- Visitors may not disrupt the educational program or school operations , and must comply with all staff directions.
- Enter and leave the classroom as quietly as possible when class is in session.
- While class is in session, do not converse with scholars, teachers, and/or instructional aides during the visitation unless explicitly permitted.

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

Alliance schools, where it has such authority, may post signs at the entrance of its school grounds or in the school main office to notify stakeholders of the hours and requirements for visitors.

School personnel shall treat campus visits by immigration-enforcement officers as would be required for any unexpected or unscheduled outside visitor seeking to come on campus, including reporting such

visits to the Principal or other appropriate administrator prior to approving any entry onto campus. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the Principal or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

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Academic Program

High School Graduation

Alliance high school graduation requirements are in alignment with the University of California (UC) and California State University (CSU) "A-G" minimum undergraduate admissions requirements. Alliance high school scholars must pass all courses with a grade of C- or higher (basic proficiency). High school graduation requirements may vary by school based on individual school charters.

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

*In addition to the required A-G history/social science course sequence, all scholars must complete 1 semester course in American Government & Civics, and 1 semester course in Economics. Alliance high schools have determined that these courses must also be A-G approved.
**In order to meet California State Minimum Graduation Requirements, a scholar must complete one year of a biological science course and one year of a physical science course.

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

Sample Alliance High School Course Offerings

Subject	**Grade 9 [65 credits]**	**Grade 10 [65 credits]**	**Grade 11 [65 credits]**	**Grade 12 [65 credits]**
(a) History-Social Science	Pre-AP World History and Geography [10] or Social Movements [10]	World History, Cultures and Historical Geography or World History Honors or AP World History [10]	U.S. History [10] or AP U.S. History	U.S. Government [5] or AP US Government and Politics*
(b) English Language Arts	Common Core English 9 or	Common Core English 10 or	Common Core English 11 or AP	Common Core English 12 or AP

	Pre-AP English I [10]	Pre-AP English II [10]	English Language [10]	English Literature [10]
(c) Mathematics	Integrated Math I or Integrated Math 2 [10]	Integrated Math 2 or Integrated Math 3 or Honors Integrated 3 [10]	Integrated Math 3 or Pre-Calculus or Honors Integrated 3 or AP Calculus AB [10]	Statistics, AP Statistics, AP Calculus AB, AP Calculus BC, Pre-Calculus, or Quantitative Reasoning with Statistics [10]
(d) Laboratory Science	The Living Earth [10]	Chemistry in the Earth System [10]	Physics of the Universe [10]	Other Laboratory Science [10]
(e) Language other than English	Spanish 1 or Other Language [10]	Spanish 2 or Other Language [10]	Spanish 3 or AP Spanish Language [10]	Spanish 4 or AP Spanish Literature [10]
(f) Visual and Performing Arts			Music, Dance, Drama, Art or Art History [10]	Music, Dance, Drama, Art or Art History [10]
(g) College Preparatory Elective		Other Elective [10]	Other Elective [10]	Economics [5] Other Elective [5]
Other	Physical Education [10], Advisory [5], ELD 1 or 2, or Resource Lab	Physical Education/Life Skills [10], Advisory [5], ELD 1 or 2, or Resource Lab	Advisory [5]	Advisory [5]

**Economics is listed under area G, College Preparatory Elective*

Alliance High School Graduation Requirements

- Total Unit/Credit requirements for graduation: 230.
    - In total, a scholar will take 160 A-G approved credits.
    - Course requirements for graduation: Pass ALL required courses with a grade of C- or higher (basic proficiency).
- Passage of the UC and CSU A-G requirements as noted above.
- For each subject, scholars must complete all classes and credits to satisfy the A-G requirements listed above (including any subject specific requirements)
- In select cases, the A-G validation of Math, Chemistry, and Language Other than English subject area requirements by CSU policies may also satisfy Alliance's A-G high school graduation requirements for those subject areas. In this case, the scholar must complete a total of 230 credits but does not need to meet the subject specific credit requirements for Math, Chemistry, and Language Other than English. This does NOT result in removing or changing grades of "NP" on a scholar's transcript, which may result in GPAs that are not competitive for college admissions. This option for meeting Alliance's high school graduation requirements will be used in extremely limited circumstances, as approved by the Principal, after the scholar and school have meaningfully exhausted credit recovery options. Please refer to CSU admissions and validation guidance here and see your counselor for more information.
- In addition to the required A-G history/social science course sequence, all scholars must complete 1 semester course in American Government & Civics, and 1 semester course in

Economics. Alliance high schools have determined that these courses must also be A-G approved.
- UC's undergraduate admissions requirements mandate scholars complete 11 out of 15 A-G courses by the end of the 11th grade.
- Please note: Physical Education (PE) requirements will vary by school based on what is written in their charter petitions.

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

California College Guidance Initiative (CCGI) Annual Notification to Parents

For schools that serve grades 9-12:

- Data may be shared with the CCGI to provide pupils and their families with direct access to online tools and resources for college and career planning.
- Pupils and families can access resources to learn about college admission requirements at CaliforniaColleges.edu

Graduation Options for Scholars Qualifying for Special Education Services

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

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

State Graduation Requirement Accommodation Eligibility for Scholars with Exceptional Needs

Scholars who have an eligible disability may graduate from high school if they meet state graduation requirements but not Alliance high school graduation requirements. This must be written into the scholar's IEP or in the scholar's 504 Plan prior to the first day of the scholar's senior year. With this accommodation, scholars may graduate upon meeting California graduation requirements; however, this diploma does not allow scholars to be eligible to apply to a four-year university. California graduation requirements (Education Code Section 51225.3) state that all scholars receiving a diploma of graduation from high school must complete all of the following in grades 9-12, inclusive of:

- Three courses in English;
- Two courses in Mathematics, including one year of Algebra I or equivalent;
- Three years of History/Social Science, including U.S. History & World History, and one-semester course in American Government and Civics, and one-semester course in Economics;
- Two years of Science, including biological and physical sciences;
- One course in visual or performing arts, Language other than English OR career technical education; and
- Two years in Physical Education, unless the scholar has been exempted pursuant to the provisions of Education Code Section 51241 and completed the Alliance PE waiver.

Certificate of Completion for Scholars with IEPs

Scholars with a range of disabilities (usually within the moderate to severe range) may qualify to receive a certificate of completion if they do not meet all state and local requirements for a high school diploma (Education Code Section 56390).

Not all scholars with IEPs are eligible. Typically, such a certificate would be reserved for scholars with severe disabilities and if written into their IEP before the first day of the scholar's senior year. A scholar qualifying for special education services who has satisfied **any of the following** three requirements may be awarded a special education certificate of completion upon determination by the school:

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

High School Diploma for Scholars with Significant Cognitive Disabilities

Effective June 30, 2022, Education Code Section 51225.31 established a new high school diploma pathway exclusively for scholars with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act (ESSA). Under this new pathway to high school diploma, qualifying scholars will be exempt from Alliance high school graduation requirements. To qualify for this new pathway, the scholar must have entered ninth (9th) grade in the 2022-23 school year or later, and the scholar's IEP must provide for the following:

- The scholar's IEP team has deemed the scholar eligible to take the California Alternate Assessment (CAA); and
- The scholar is required to complete state standards-aligned coursework to meet the California graduation requirements (Education Code Section 51225.3).

A scholar who meets the criteria for this new diploma pathway will be eligible to participate in any graduation ceremony and any school activity related to graduation with their grade-level peers with and without disabilities. Participation in graduation activities under this section will not be construed as termination of the provision of FAPE unless the IEP team has determined that the scholar has completed their high school experience.

It is important to note that this new diploma pathway is expected to only apply to a narrow sub-group of scholars with significant cognitive disabilities and the application of this new diploma pathway will be considered on a case-by-case basis. Please reach out to the Diverse Learner Compliance Team for more information.

Homeless Scholars and Foster Care Provision

Pursuant to Education Code section 51225.1, Alliance shall exempt scholars in foster care or scholars identified as homeless who transfer schools any time after the completion of their second (2nd) year of high school, from coursework/requirements that are in addition to statewide requirements. To determine the eligibility of the exemption for these scholars, the school would need to conclude that the scholars would not reasonably be able to complete the additional graduation requirements during their remaining time in high school.

Former Juvenile Court School, Military Family, Migratory, and Newcomer Scholar Provision

Pursuant to Education Code section 51225.1, Alliance shall exempt scholars who are on probation/formerly placed in juvenile court school, a scholar who is a child of a military family, or a scholar who is a migratory child, who transfer schools any time after the completion of their second (2nd) year of high school, or a newcomer scholar who is in their third or fourth year of high school, from coursework/requirements that are in addition to statewide requirements. To determine the eligibility of the exemption for these scholars, the school would need to conclude that the scholars would not

reasonably be able to complete the additional graduation requirements during their remaining time in high school.

Options for 12th Graders Not Meeting Graduation Requirements

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

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

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

5th Year Senior

5th-year seniors only need to take the course(s) required to meet the Alliance high school graduation requirements, and so long as they meet the requirements for scholars over the age of 19 (as may be applicable). Please see the section regarding Over-Age Scholars above. Once a scholar completes the course(s) required to meet the graduation requirements, the Principal will grant the scholar their diploma for the year of completion (after the summer session, the scholar will receive a diploma for the following year).

REV: 03/26

Middle School Promotion

Course Requirements

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

Sample Alliance Middle School Course Offerings

Courses	Grade 6	Grade 7	Grade 8
History-Social Science	World History & Geography: Ancient Civilizations	World History & Geography: Medieval and Early Modern Times	United States History and Geography: Growth and Conflict
English Language Arts	Common Core English 6	Common Core English 7	Common Core English 8
Mathematics	Common Core Math 6	Common Core Math 7	Common Core Math 8
Science	Integrated Science 6	Integrated Science 7	Integrated Science 8
Visual and Performing Arts			Art Drama
College Preparatory Elective	Computer Literacy		
Other	Advisory, PE, Middle School Foundations,	Advisory, PE, Middle School	Advisory, PE, Middle School

	English Language Development, or Resource Lab 6	Success, English Language Development, or Resource Lab 7	Success, English Language Development, or Resource Lab 8

Middle School Commencement

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

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

REV: 04/20

Grades

Academic Grades

Grades reflect a scholar's academic performance so scholars and families have clear indicators of the scholar's preparedness for college success and 21st century careers throughout a scholar's career at an Alliance school. The grading scale at each Alliance school campus is based on the degree to which scholars demonstrate proficiency on content standards.

Alliance-Wide Grading Scale

Alliance schools use the following grading scale for academic courses and advisory. The grade scale below shows equivalent rubric scores to letter grades on individual assignments and semester grades.

Please note that scholars with disabilities are required by law to be given accommodations and/or necessary supports on assessments and assignments as stated in their IEP.

Rubric Score	Letter Grade	Descriptor *Below are optional performance descriptors - schools/teachers may use others*
4.0	A	Above standard on grade-level course content
3.7		
3.4	A-	
3.3	B+	At standard on grade-level course content
3.0	B	
2.7	B-	
2.5	C+	Below standard on grade-level course content
2.3	C	
2.0	C-	
1.7	NP	Far Below standard on grade-level course content
1.5		
1.3		
1.0		

Note: These 2 codes are only to be used as semester grades	D	Final semester grade option only for scholars who have a D grade as an option in their IEP. Use 1.5 - 1.99 for the semester average range.
	INC	A scholar is determined to not have completed enough content to receive a semester grade for a specific course due to illness or other unusual circumstance. An INC must be removed within six weeks of the next semester, or it becomes an "NP".
Note: These 4 codes are only to be used on individual assignments	X	Excused missed assignment or standard not taught
	S	Grade pending accommodation / designated support
	Z	Assignment not submitted and/or blank (which includes only having a scholar's name on the paper) and is a grade of zero.
	E	Ethics violation and is a grade of zero.

Progress Reports

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

Multilingual Learners

Alliance schools serve Multilingual Learners (MLLs), defined for purposes of this handbook as scholars identified as English learners and enrolled in English Language Development (ELD) services. Alliance schools have a dual obligation to provide these scholars with a program designed to develop English language proficiency and to ensure meaningful access to the core curriculum. All multilingual learners, including scholars at the Emerging/Newcomer, Expanding, and Bridging levels, must receive appropriate and documented language supports on assignments and assessments. A multilingual learner may receive an NP when appropriate language supports have been provided on weighted grades and the scholar nevertheless does not demonstrate mastery or academic progress in the course. If a required language support is not provided on an assignment or assessment, the grade must be recorded as an S until the teacher provides the scholar with an opportunity to complete the assignment or assessment with appropriate language supports.

Scholars with IEPs

Scholars who are eligible to receive grading accommodations in their IEP must, by law, receive those accommodations. Examples of grading accommodations include, but are not limited to: extending the grading scale to include a D, and allowing for incomplete work. Scholars who are eligible to receive grading accommodations in their IEP may not receive non-passing grades unless there is documented evidence that they received their legally required accommodations.

Transfer Courses and Grades

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

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

If a scholar transfers from another school mid-semester, their transfer grades for courses currently in progress will be factored into the equivalent Alliance school courses, as the teacher or administrator deems appropriate.

Transferring into an Alliance High School with a Grade of "D"
Scholars (without grading accommodations in an IEP) who transfer into an Alliance high school with a grade of "D" must retake the course to meet the Alliance high school's A-G graduation requirements. Upon retaking the course, the original "D" grade will be replaced, but the scholar will not receive additional credits for retaking the course.

Transferring Credits out of an Alliance High School
Since all Alliance high schools are accredited by the Accrediting Commission of Schools, Western Association of Schools and Colleges (ACS WASC), Alliance high school courses are accepted for credit at any California public high school. The receiving high school, however, may accept credits for non-core courses at its discretion. Approved "A-G" courses at Alliance meet college entrance requirements to the California State University and University of California systems.

Transferring International Transcript Credits
Credits will be granted for subjects equivalent to courses offered at Alliance schools and, if there is no course equivalent, elective credits may be granted. A total of 60 credits will be allowed for each year of study. Additionally, English courses taken in an English speaking country, in an American school, or in a school where the medium of instruction is English will provide English credit. In contrast, English courses taken in a non-English speaking country or in a school taught in a language other than English will be listed as "a language other than English."

Dual Enrollment Grades
In order for completed coursework from California community colleges to be accepted for high school credit at an Alliance school, courses must be identified as "CSU and/or UC Transferable" on the www.assist.org website.

Dual enrollment courses "CSU and/or UC transferable" and passed with a grade of C- or higher* will appear on the Alliance transcript counting towards Alliance high school credits, and will be calculated into Alliance GPAs for internal purposes such as valedictorian, salutatorian, etc.
**While D , F, and W grades from dual enrollment courses will not be added to the Alliance transcript, scholars will be required to report all college courses on their college applications.*

Grading and GPA Points
The grading scale and GPA points for each grade is as follows for academic courses and advisory. Please note, each college and university may use its own methodology for determining GPAs for college admissibility.

Letter Grade	Alliance GPA points (simple)*	GPA points (UC/CSU)* **	Descriptor *These may be modified by individual Alliance schools.*
A	4.0	4.0	Above standard on grade-level course content
A-	3.7	4.0	
B+	3.3	3.0	At standard on grade-level course content
B	3.0	3.0	
B-	2.7	3.0	

C+	2.3	2.0	Below standard on grade-level course content
C	2.0	2.0	
C-	1.7	2.0	
NP	0.0	0.0	Far Below standard on grade-level course content
D	1.0		Only for scholars who have this as an option in their IEP. Use 1.5 - 1.99 for the GPA range.

*An additional point is added for approved Honors and AP courses
**For A-G courses only

Incomplete Grades
The grade of "INC" (Incomplete) may only be given at the end of the semester when extended illness or other unusual circumstances warrant giving the scholar additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an "NP".

REV: 03/26

Testing and Accountability

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

Alliance schools organize assessments in four categories:

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

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

- **Placement Assessment:** Alliance College-Ready Public High Schools administer ELA and Math iReady diagnostic assessments grades to determine proper placement for intervention classes, tutoring and in-class scaffolds and supports.
- **Progress Monitoring Assessments** such as a network-wide diagnostic (grades 6-12) and formative assessments in Math, English Language Arts, and Science (grades 6-12)
    - Alternate Assessments for scholars on alternate curriculum such as the California Alternate Assessments (CAA) and the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)
    - The Physical Fitness Test (grades 7 and 9), which all scholars are expected to take per state requirements to monitor fitness levels
- **College-Ready Assessments** such as Smarter Balanced Summative Assessments (grades 6-8 and 11), CAST (grades 8 and 11) and ELPAC (English Learners grades 6-12)
- **College Success Assessments** such as Advanced Placement and PSAT/SAT/ACT (HighSchool, only)

REV: 4/26

Comprehensive Sexual Health Education and HIV Prevention Education

The California Healthy Youth Act (CHYA) requires Alliance schools to provide scholars with comprehensive sexual health education and HIV prevention education at least once in middle school and at least once in high school. This is intended to ensure that all scholars develop the knowledge and skills necessary to:

1. protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy;
2. develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and
3. have healthy, positive, and safe relationships and behaviors. All instruction in all grades must be age-appropriate, medically accurate, and appropriate for scholars with disabilities, scholars who are English Learners, and for scholars of all races, ethnic and cultural backgrounds, genders, and sexual orientations. It may not promote religious doctrine.

The instruction will be given either by Alliance school personnel or by outside consultants.

Parents/guardians of scholars may review materials used in comprehensive sexual health education and HIV prevention education and may request a copy of the applicable law. In addition, parents/guardians may excuse their child from comprehensive sexual health education and HIV prevention education ("opt-out") by submitting a written request to the school.

REV: 04/19

Parental Opt In Rights for Certain Surveys

Surveys, tests, research, and evaluation. Parents/Guardians must opt in by giving written permission for scholars to participate in any survey or test containing questions about scholars' or their families' beliefs or practices concerning sex, family life, or religion and more, in accordance with the Protection of Pupil Rights Amendment (PPRA).

PPRA affords parents of scholars certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before scholars are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
    1. Political affiliations or beliefs of the scholar or scholar's parent;
    2. Mental or psychological problems of the scholar or scholar's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;
    5. Critical appraisals of others with whom respondents have close family relationships;
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    7. Religious practices, affiliations, or beliefs of the scholar or scholar's parent; or
    8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a scholar out of* –
    1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from scholars for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from scholars for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, scholars or educational institutions.)

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of scholars and surveys created by a third party;
2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a scholar who is 18 years old or an emancipated minor under State law.

Alliance has developed these policies regarding parents' rights under PPRA, as well as arrangements to protect scholar privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Alliance will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Alliance will also directly notify, such as through U.S. Mail or email, parents of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. Alliance will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from scholars for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

REV: 04/24

Scholars with Disabilities

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

Section 504 Plan
Section 504 of the Rehabilitation Act of 1973 states that "[n]o otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance[.]" (29 U.S.C. Section 794)

- Compliance with Section 504 is monitored by the U.S. Department of Education, Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.

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

Special Education
The Individuals with Disabilities Education Act (IDEA) requires that public schools, including Alliance schools, make available a free appropriate public education (FAPE) to eligible scholars with disabilities and ensure special education and related services to those scholars.

Referrals for determination of eligibility for special education and services may come from teachers, parents/guardians, agencies, appropriate professional persons, and from other members of the public. Special education referrals will be coordinated with school site procedures for referral of scholars with needs that cannot be met with interventions in the regular instructional program, including referrals from scholar intervention teams, such as the Scholar Support and Progress Team (SSPT).

REV: 04/25

Multilingual Learners

Definition
Multilingual learners (MLLs) are a diverse group of scholars, encompassing everyone from learners who have recently arrived in the United States to those who have been enrolled in English Language Development (ELD) programs in the United States for more than seven years. These scholars have the shared goal of further acquiring the English language to fully access what is taught in the classroom.

Identification and Assessments
Upon enrollment in an Alliance school, each scholar's primary language will be determined through a Home Language Survey (Education Code Section 52164.1). Any scholar who speaks a primary language other than English or is newly identified as a multilingual learner will be assessed for English proficiency using the state's designated English Language Proficiency Assessments for California (ELPAC) test (Education Code Section 313).

Each year after a scholar is identified as a multilingual learner and until they are reclassified/redesignated as English proficient, the summative ELPAC assessment shall be administered to the scholar as determined by the California Department of Education (Education Code Section 313). Any scholar with a disability will receive necessary accommodations and may take an alternative assessment if stated in their IEP.

Parental Notifications

The school's English Language Development (ELD) designee will provide the following to parents/guardians of multilingual learners in writing:

1. **Assessment Notification**: The school will notify parents/guardians of their child's results on the state's English language assessment within 30 calendar days of receipt.
2. **Placement Notification**: At the beginning of each school year, parents/guardians will be informed of the placement of their child in an English Learner program.
3. **Title III Notifications**: Each parent/guardian of a scholar participating in a language instruction program will receive notification of the assessment of their child's English proficiency no later than 30 calendar days after the beginning of the school year. The notice shall include all of the following (Education Code Section 440):
    a. The reason for the scholar's classification as a multilingual learner;
    b. The English proficiency level;
    c. A description of the program for English language development instruction; and
    d. Information regarding a parent/guardian's option to decline to enroll in the program.
4. **Language Acquisition Program Notification:** All parents will receive a notification at the beginning of each school year explaining the process for requesting a language acquisition program.

Reclassification/Redesignation

Multilingual learners will be reclassified as Reclassified Fluent-English-Proficient (RFEP) when they can comprehend, speak, read, and write English well enough to receive instruction and succeed in an English-only classroom without language supports. This reclassification is based on the following multiple criteria, in alignment with California EC Section 52164.6 and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the scholar's curriculum mastery
3. Comparison of scholar performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

Parents will receive notification when their child has met the criteria for reclassification. For more information on reclassification criteria, refer to the English Learner (EL) Network Plan.

Progress Monitoring of RFEP Scholars

The school's English Language Development (ELD) designee shall monitor scholars for at least four years following their reclassification to determine whether the scholar needs any additional academic support to ensure their language and academic success. Multilingual learners are progress monitored using the same processes as RFEP scholars. Parents will receive progress monitoring notification twice per school year.

REV: 03/26

Scholar Advisory

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

REV: 04/22

School Activities

Equity
All scholar activities are equitable, as well as the selection criteria for all activities. In accordance with all legal requirements, no one will be denied access or participation to any activity or club on the basis of actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, race, religion, sex, sexual orientation, or other protected characteristic, or association with a person or a group with one or more of these actual or perceived characteristics. All scholar clubs and activities shall have equitable access to each school's facilities to conduct a meeting and have a fair opportunity to meet.

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

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

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

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

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

Off-Campus Classes
Alliance schools provide scholars with access to enriching learning experiences both within and outside the classroom setting. To ensure that scholars have access to these experiences, schools may choose to host classes off-campus (e.g., physical education classes or dance class at a neighborhood dance studio).

If these are part of the mandatory curriculum, the school shall provide parents/guardians notice of these off-campus classes. All scholar policies, rules and procedures are in effect while scholars are off-campus and traveling to and from campus.

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

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

REV: 04/26

Health and Safety

Safety and Emergency Response

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

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

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

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

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

Emergency Cards and Immigration Enforcement

Families can update scholars' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent/guardian is available. Families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a scholar's parent/guardian is detained or deported. Information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a scholar's parent/guardian has been detained or deported by federal immigration authorities, Alliance schools shall use the scholar's emergency card contact information and release the scholar to the person(s) designated as emergency contacts. Alternatively, the school shall release the scholar into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the scholar. The school shall only contact Child Protective Services under these circumstances if school staff members are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent/guardian.

We encourage families to know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

REV: 08/18

Immigration Enforcement at Campus

If Immigration and Customs Enforcement (ICE) Officials Visit Campus

If ICE officials visit any Alliance school campus for immigration enforcement purposes, school staff shall take the following steps in order to provide a safe, secure, and peaceful learning environment for all scholars and staff:

- Prevent Access to Non-Public Area of School Site: Unless the person seeking entry presents a valid judicial warrant, judicial subpoena, or a court order

- Notify Principal: As early as possible, school staff must notify the Principal of any request by an ICE official or immigration-enforcement officer for school or scholar access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.). The Principal should contact their school's Network Operations Lead and/or legal counsel for additional support.

- If Emergency, Provide Access and Tell Principal: If the ICE official declares that emergency or exigent circumstances exist (e.g., they need to come on campus to address a health or safety emergency) and demands immediate access to the campus, school staff should comply with the officer's orders and notify the Principal immediately.

- If No Emergency, ICE Should Wait for Principal: School staff should advise the ICE officials that, before proceeding with their request, and absent emergency or exigent circumstances, staff must first notify and receive direction from the Principal. School staff should not give permission to enter the school or conduct a search without a warrant. As in other circumstances, school staff should not sign any documents on behalf of the school without approval from the Principal.

- Collecting Information: School staff should ask for and write down the following information if an ICE official comes to campus:
    - ICE official's credentials (name and badge number).
    - Phone number of the officer's supervisor.
    - Ask the ICE official for their reason for being on school grounds and document it.
    - Ask the ICE official to produce any documentation that authorizes school access.
    - Make a copy of all documents provided by the ICE official(s). Retain one copy of the documents for school records.

- If No Emergency, Ask for ICE Official's Documentation: If the ICE official does not declare that exigent or emergency circumstances exist, respond according to the requirements of the ICE official's documentation. ICE representatives need a federal judicial warrant or court order to arrest or question someone on school campus. You should be able to tell the type of documentation from the cover page.

  If the ICE official has:
    - An ICE Administrative Warrant - School staff shall inform the ICE officer that they cannot consent to any request without first consulting with the Principal. (Principal should immediately contact legal counsel.)
    - A Federal Judicial Warrant (e.g., search-and-seizure warrant or arrest warrant) - Prompt compliance with such a warrant is usually legally required. Principal should consult with legal counsel before providing the ICE official access to the person or materials specified in the warrant.
    - A Subpoena for Production of Documents or Other Evidence - Immediate compliance is not required. Therefore, school staff shall contact the Principal, who shall then inform legal counsel of the subpoena, and await further instructions on how to proceed.

- Do Not Impede ICE Activity: If an ICE official presents valid documentation (federal judicial warrant) or an emergency occurs, school staff should not obstruct or otherwise impede ICE activity. School staff should not attempt to physically impede the ICE official, even if the ICE official appears to be exceeding the authorization given under a warrant or other document. If an ICE official enters the premises without consent, school staff must document their actions while on campus. Again, school staff must not attempt to stop or impede an ICE search on their own.

- Document Interactions with ICE Official: After the encounter with the ICE official, the Principal shall promptly take written notes of all interactions with the ICE official. The notes shall include the following items:
    - List or copy of the officer's credentials and contact information;
    - Identity of all school personnel who communicated with the ICE official;
    - Details of the ICE official's request;
    - Whether the ICE official presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    - School staff's response to the ICE official's request;
    - Any further action taken by the ICE official; and
    - Photo or copy of any documents presented by the ICE official.

  School staff shall provide a copy of those notes and associated documents collected from the ICE official to legal counsel.

- Notify Board and DOJ: In turn, the legal counsel and/or Principal shall submit a timely report to the school's governing board regarding the ICE official's requests and actions and the school's response(s). Legal counsel and/or the Principal shall email the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a scholar for immigration-enforcement purposes.

Parent Notification of Immigration Enforcement Actions
School staff must receive consent from the scholar's parent/guardian before a scholar can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order. School staff shall immediately notify the scholar's parents/guardians if a law enforcement officer requests or gains access to a scholar for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent/guardian.

REV: 05/26

School Supervision

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

To ensure the safety of all scholars, it is important that scholars do not arrive before supervision has begun and that they leave promptly at the conclusion of their school day. Scholars who linger on or near campus will be sent home.

School administration, staff, parent/guardian volunteers and external vendors are available to help ensure the campus remains safe and scholars are following traffic laws when crossing the street. Scholars are to obey all directions from supervisory staff and parent volunteers.

REV: 04/24

Immunizations

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

California law requires that scholars entering a California school provide a written immunization record showing the date (month, day, and year) of each immunization.

Medical exemptions will be accepted with the appropriate documentation from a licensed physician.

Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption website (CAIR-ME) by physicians licensed in California. Schools may only accept new medical exemptions that are issued using CAIR-ME from parents/guardians.

REV: 04/24

Human Papillomavirus (HPV) Vaccine

California law recommends that all scholars follow current public health guidelines for immunizations, including the human papillomavirus (HPV) vaccine, before entering the 8th grade.

Health experts, including the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Pediatrics (AAP), recommend that scholars receive the HPV vaccine at the recommended age, ideally before exposure to the virus.

What you should know:

- Your child is encouraged to get the HPV vaccine before advancing to 8th grade.
- The vaccine helps protect your child from certain cancers later in life.
- For more information, visit the California Department of Public Health website: CDPH Immunization page.

3/25

Illness or Injury at School or School Activity

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

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

REV: 04/24

Bloodborne Pathogens

Exposure to bloodborne pathogens can be minimized or eliminated with an exposure control plan that addresses and implements, at the minimum, the following elements: universal precautions, communication of hazards and training, clearly defined procedures and protocols, personal protective equipment and appropriate decontamination/housekeeping.

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

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

- Staff member practices universal precautions and keeps other scholars away from the potential hazard.

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

REV: 09/15

Medication at School

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

The school shall not furnish any medications. School personnel are prohibited by law from giving any medication (e.g., prescriptions, over-the-counter pain relievers, cold medicine) to a scholar. However, a scholar who is required to take prescribed medication during the school day may be assisted by school personnel, or may carry and self-administer certain medication, if the scholar's physician has given written instructions and the scholar's parent/guardian has provided written consent.

All medications require physician and parent/guardian authorization. Once authorization is obtained, the medication must be given to the school main office in original containers, labeled with the name of the scholar, the name of the medication, the date, the dosage information and directions for storing and administering the medication. Over-the-counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location and medication administration will be documented in a medication log maintained for each scholar. This form will be incorporated into each scholar's permanent file upon transfer or graduation.

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

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

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

REV: 04/24

Epinephrine Delivery Systems

Alliance shall obtain a prescription for emergency epinephrine delivery system from an authorizing physician that includes at least one regular emergency epinephrine delivery system for each Alliance school.

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

REV: 05/26

Naloxone Hydrochloride (Narcan)

Education Code section 49414.3 states school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to trained personnel who have volunteered pursuant to subdivision (d) thereof, and trained volunteers may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. Pursuant to this Education Code section, Alliance school trained personnel may make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. Alliance shall train and distribute naloxone hydrochloride or another opioid antagonist to trained Alliance staff and replace if used or expired.

Scholars 12 years of age or older, may possess and administer naloxone hydrochloride or another opioid antagonist used for overdose reversal to a person who is believed to be experiencing or about to experience a life-threatening opioid overdose, provided that they have been educated in the use of the opioid antagonist in accordance with Alliance's policy. Scholars who carry naloxone hydrochloride or another opioid antagonist on campus and at school-sponsored activities will not be subject to disciplinary action. As Naloxone or another opioid antagonist is available at all Alliance campuses, scholars are strongly encouraged to seek assistance from school site personnel if the scholar deems it beneficial to their well-being or the well-being of others. Scholars may receive Naloxone or another opioid antagonist, if they deem it beneficial to their well-being or the well-being of others, from Alliance partners who provide opioid overdose prevention education including the use of Naloxone or another opioid antagonist.

Acknowledgement: This policy was developed by Alliance scholars in the Collective of Youth Leaders at Children's Hospital Los Angeles - Substance Use Prevention and Treatment program.

REV: 4/25

Automated External Defibrillators

In case of a cardiac emergency, every Alliance school has an Automated External Defibrillator (AED) on campus for use on scholars and/or adults. All CPR trained staff are also trained in AED use. Trained staff will use an AED on persons who are unconscious, not breathing, or gasping, and not exhibiting signs of circulation. AEDs will be serviced on a yearly basis. (Health & Safety Code Section 1797.196)

AEDs are located at the following locations on campus.

- Main Office

REV: 04/25

Sanitary Products in Schools

In accordance with Education Code Section 35292.6, all Alliance schools offer menstrual products to scholars free of charge in all women's restrooms, all-gender restrooms, and in at least one men's restroom.

REV: 04/24

Synthetic Drug Use Dangers

Parents/guardians should be aware of the dangers associated with using synthetic drugs that are not prescribed by a physician and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl. Parents/guardians should also be aware of the possibility that dangerous synthetic drugs can be found in counterfeit pills. Information about the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl, is available on the school's website. (Education Code Section 48985.5)

04/25

Married, Pregnant, Parenting, and Lactating Scholars

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

Alliance schools shall apply no rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. Alliance schools shall not exclude or deny any pupil from any educational program or activity solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

Pregnant or parenting pupils shall not be excluded from participation in their regular school programs and shall not be required to participate in pregnant-pupil programs or alternative educational programs. Pregnant or parenting pupils who voluntarily participate in alternative programs shall be given educational programs, activities, and courses equal to the regular program.

Alliance shall not make pre-admission inquiry as to the marital status of scholar applicants for admission into Alliance, including whether applicants are "Miss" or "Mrs." Alliance may make pre-admission

inquiry as to the sex of scholar applicants for admission, only if such inquiry is made equally to applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX.

Accommodations

When necessary, Alliance schools shall provide reasonable accommodations to pregnant and parenting scholars to enable them to access the educational program. Alliance schools treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery from pregnancy in the same manner and under the same policies as any other temporary disability. To the extent feasible, educational and related support services may be provided, either through Alliance schools or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting scholars and their children.

A lactating scholar at Alliance schools will have a reasonable amount of time to accommodate her need to express milk or breast-feed an infant child. Reasonable accommodations include, but are not limited to, access to a private and secure room other than a restroom to express breast milk or breast-feed an infant child; permission to bring onto a school campus a breast pump and any other equipment used to express breast milk, access to a power source for a breast pump or any other equipment used to express breast milk; and access a place to store expressed breast milk safely. A scholar will not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and scholars are provided the opportunity to make up any work missed due to such use (Education Code Section 222).

A pregnant or parenting scholar at Alliance schools is entitled to eight (8) weeks of parental leave, which the scholar may take before the birth of the scholar's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the scholar and the infant and to allow the pregnant or parenting scholar to care for and bond with the infant. A pregnant or parenting pupil is entitled to receive more than eight weeks of parental leave, if deemed medically necessary by the pupil's physician. The scholar (if 18 or older) or the scholar's parent/guardian should notify the school of the scholar's intent to exercise this right; however, failure to notify will not abridge those rights. A pregnant or parenting scholar who does not wish to take all or part of the parental leave shall not be required to do so.

When a pupil takes parental leave, the supervisor of attendance shall ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program. The school will also not require the scholar to complete academic work or other school requirements during the leave. Upon return to school, a pregnant or parenting pupil may return to the school and the course of study in which he or she was enrolled before taking parental leave and is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. A pregnant or parenting scholar may remain enrolled for a fifth (5th) year of instruction at the previously enrolled Alliance school when it is necessary for the scholar to be able to complete the Alliance high school graduation requirements or work with the school to pursue other options at the scholar's own discretion. A scholar will not incur an academic penalty as a result of their use of the accommodations specified in this section. A pregnant or parenting pupil who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.

REV: 04/24

Referral Protocol for Addressing Youth Mental/Behavioral Health Concerns (Grades 7–12)

Alliance is committed to supporting every scholar's mental and behavioral health in a safe, respectful, and non-punitive way. In alignment with California SB 153, scholars in grades 6–12 may be referred for support by staff, families, or through self-referral when there are concerns such as emotional distress, changes in behavior, or requests for help. Alliance's Counseling & Wellness Providers will review referrals and partner with families to determine appropriate supports, beginning with school-based services and connecting to additional care as needed. Parent/guardian consent is required for ongoing services, except in certain situations allowed by law, and all services are provided with strong confidentiality protections. School-based supports are free of charge, and families will be informed of any potential costs for outside services. This process is designed to ensure all scholars, especially those experiencing trauma or other challenges, have equitable access to care, with services available in multiple languages and not used for discipline or shared with immigration authorities.

3/2026

Suicide Prevention and Intervention

Prevention and Instruction

Suicide prevention involves school-wide activities and programs that enhance connectedness, contribute to a safe and nurturing trauma informed resilience based environment, and strengthen protective factors that reduce risk for scholars. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances scholars' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among scholars.

Examples of prevention activities include:

1. Promoting and reinforcing the development of desirable behavior such as help seeking behaviors and healthy problem-solving skills.
2. Increasing staff, scholar and parent/guardian knowledge and awareness of risk factors and warning signs of youth suicide and self-injury.
3. Monitoring and being involved in young people's lives by giving structure, guidance and consistent, fair discipline.
4. Modeling and teaching desirable skills and behavior.
5. Promoting access to school and community resources.
6. Posting electronic and physical flyers and posters that include information such as warning signs, risk factors, protective factors, positive coping strategies, negative coping strategies to avoid, how to report and seek help for self and others, and a list of on site and community resources accessible to scholars (in alignment with Education Code section 49428.5).

Alliance schools' comprehensive education program promotes the healthy mental, emotional, and social development of scholars including, but not limited to, the development of social emotional learning skills, problem-solving skills, coping skills, and self-esteem. For middle school and high schools (grades 6-12), suicide prevention instruction shall be incorporated into appropriate lessons, and curriculum shall be aligned with state content standards and shall be designed to help scholars analyze signs of depression and self-destructive behaviors, including potential suicide risk, and to identify suicide prevention strategies. Prevention can be in the form of class lessons on coping skills, warning/risk signs for suicide and depression, school-wide suicide prevention initiatives that raise awareness, scholar projects and presentations, and/or school and community resources/posters that can help youth in

crisis, etc.

At appropriate secondary grade levels, Alliance schools' suicide prevention instruction shall be designed to help scholars:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide;
2. Identify alternatives to suicide and develop coping, problem solving, conflict resolution, and resiliency skills;
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent;
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services.

Team Member Development

Suicide prevention training for teachers and staff shall be designed to help team and family members identify and respond to scholars at risk of suicide. The training shall be provided annually by Counseling and Wellness Providers (C&WP) with the support of site administration. C&WP include School Counselors, School Social Workers and School Psychologists. Administration and C&WP are trained annually by the Home Office Psychological and Mental Health Services Team to equip them with the knowledge and tools needed to facilitate training at their sites. The training will include information on:

1. Research identifying groups of scholars at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native scholars, LGBTQ+ (lesbian, gay, bisexual, transgender, queer/questioning and other identities not stated) scholars, scholars bereaved by suicide, and those with medical conditions or certain types of disabilities, those experiencing feelings of isolation, interpersonal conflicts, recent severe stressor or loss, or family instability, and other factors;
2. Warning signs that may indicate suicidal intentions, including changes in scholars' appearance, personality, or behavior;
3. How to identify appropriate mental health services, including school and community resources and services;
4. Alliance network procedures for intervening when a scholar attempts, threatens, or discloses the desire to commit suicide;
5. Postvention and re-entry procedures and supports for when a scholar returns from hospitalization.

Intervention and Postvention

Whenever a team member suspects or has knowledge of a scholar's suicidal intentions, they shall promptly notify the principal and the C&WP team member. A team member shall act only within the authorization and scope of their credential or license and shall not be authorized to diagnose or treat mental illness unless they are specifically licensed, authorized, and employed to do so. The designated persons will conduct a risk assessment to determine the level of risk for self-harm and/or suicidal ideation. They will determine if the scholar is at a low, moderate, or high risk, and consult with their supervisor and principal to determine next steps. If the scholar is assessed to be a moderate or high risk, the mental health team member or principal will call the ACCESS/PET hotline (800-854-7771) for support

with an emergency psychiatric assessment. C&WP team member shall then notify the scholar's parents/guardians as soon as possible about the risk assessment, results, and possible outcomes.

Scholars shall be encouraged to notify a teacher, school administrator, school mental health, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another scholar's suicidal intentions.

Each school site shall adapt the Alliance mental health crisis procedures and work in partnership with their school mental health team member(s), principal, and other support staff to ensure scholar safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

In addition to the above, when a suicidal ideation, threat, and/or attempt is reported, the school administrator and/or school mental health team member shall:

1. Reference Alliance's Mental Health Crisis Response procedures for step-by-step guidance.
2. Ensure the scholar's physical safety by one or more of the following, as appropriate:
    - Securing immediate medical treatment if a suicide attempt has occurred;
    - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
    - Keeping the scholar under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
3. Designate specific individuals to be promptly contacted, including school mental health team member(s), school administrator, and/or the scholar's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
4. School mental health team member or principal will document the incident using the Alliance Risk Assessment Documentation Form.
5. Teachers, administrators, and other staff will document a suicide threat, ideation, or attempt using the Alliance Incident Report Form.
6. Follow up with the parent/guardian and scholar in a timely manner to provide referrals to appropriate services as needed.
7. Provide access to school mental health team members or school administration team to listen to and support scholars and staff who are directly or indirectly involved with the incident at the school.
8. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions (postvention).

In the event that a suicide occurs or is attempted on campus, the school administrator or designee shall follow the crisis intervention procedures contained in the Alliance Mental Health Crisis Response Handbook.

After consultation with the Director of Psychological and Mental Health Services, school administrator, designated support staff, and the scholar's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of scholar record information, the school administrator may provide scholars, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from C&WP team members or other mental health professionals in determining how best to discuss the suicide or attempted suicide with scholars.

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are there for them and will listen. If you need IMMEDIATE assistance due to a life threatening situation, call 911. For a psychiatric emergency, contact the Los Angeles County Department of Mental Health 24-hour ACCESS Center at (800) 854-7771. Scholars and family members can also call the Suicide Prevention Lifeline 24/7 at 988 for free and confidential support for themselves or for loved ones.

REV: 03/26

Alliance Scholar Searches Policy

Alliance is fully committed to promoting a safe learning environment and doing all that we can to eliminate the possession and use of any weapons, illegal drugs, and other controlled items/substances by scholars on school premises and at school activities. The purpose of this policy is to outline administrative procedures for a school official conducting searches of a scholar's person, backpack, bag, or other belongings for weapons, stolen property, drugs, alcohol, or other contraband, and the confiscation of such items, on school property or at school activities.

In this policy, "administrator" refers to a school administrator.

Alliance schools may conduct searches of scholars and their belongings under the specific circumstances and in accordance with applicable law, in an effort to ensure scholar and staff safety. Scholars should not have any expectation of privacy on school property, including but not limited to lockers, desks, cubbies, and other areas. The school may access school property at any time.

Scholar Constitutional Rights

School officials, such as administrators and teachers, act as representatives of the State, and are, therefore, governed by the Fourth Amendment to the United States Constitution, which precludes unreasonable scholar searches and seizures. It is necessary that the search is within the scope of the school administrator's duties and that the action taken be reasonable before a court will uphold the search.

General Scholar Searches

In an effort to maintain a safe, drug-free, and weapon-free learning environment, Alliance school officials may conduct certain types of general searches in the schools. All general searches must be conducted in a minimally-intrusive, nondiscriminatory manner (e.g., all scholars in randomly selected classrooms, every third individual entering a school-sponsored extracurricular activity) and may not be used to single out a particular individual or category of individuals. The searches must be conducted in accordance with standardized Alliance procedures established by school officials. Absent exigent circumstances (e.g., a report of a weapon on campus), prior to conducting general searches, administrators must:

- Demonstrate to the Instructional Superintendent, Legal, and Scholar Services the need for general searches based upon the response or expectation of violence, drug activity, and/or disruption. Instructional Superintendents must give school leader approval to conduct a general search. School leaders must contact their Network Operations Lead for support once the search has been approved by the IS.
- Provide written notice to scholars and parents of the school policy and/or procedures governing general searches, but not of specific times when or places where searches will be conducted. The notice should include how long the general searches are scheduled to last.
- Administrators must promptly record and document search data:

    - Name and grades of scholars searched.
    - Reasons for the search.
    - Purpose of search (that is, what item(s) were being sought).
    - Type and scope of search.
    - The administrators conducting the search and their titles/positions.
    - Time and locations of search.
    - Results of search (that is, what items were found).
    - Time, manner and results of parental notification.
- If school administrators want to continue general searches after the scheduled deadline, schools must engage the school community (via survey and/or live engagement) in order to show stakeholder approval to continue general searches.
- Administrators will consult with their Instructional Superintendent, Legal, and Scholar Services to determine the continued use of general searches, school site data, and the new expected timeframe the searches will continue. Instructional Superintendents will give administrators approval on whether to continue or discontinue the searches.

Reasonable Suspicion

If a scholar has engaged in conduct that causes an administrator to have reasonable suspicion that the scholar has violated or is violating the law or a school rule, the administrator may conduct a search of that scholar's person, which includes the scholar's bag, backpack, or other belongings on their person, and belongings in the scholar's locker, desk, or other school property. A search is justified if the administrator has reasonable suspicion that the search will reveal evidence of the scholar's violation, so long as the extent of the search is reasonably related to the suspected violation and the search is not excessively intrusive, considering the scholar's age, gender, and the nature of the violation.

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

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the scholar to a specific incident of misconduct
- Jackets, purses, pockets, backpacks, bags, containers, and other belongings in the scholar's possession may be searched to the extent reasonably necessary.
- Under no condition may a body or strip search be conducted.
- Only administrators of the same gender as the scholar searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other scholars or staff whenever practicable (except for a school administrator or designee witness, also of the same gender).
- School can request law enforcement participation, if necessary
- No scholar shall be selected to be searched based solely upon their gender, race, ethnicity, physical appearance, manner of dress, or any other protected characteristic, perception of such a characteristic, or association with any particular group of persons.

Seizure of Illegal, Unauthorized, or Contraband Materials and Scholar Discipline

If an administrator finds illegal, unauthorized, or contraband materials after a search, such materials should be turned over to the proper legal authorities for ultimate disposition, if practicable and as appropriate under the circumstances. Alliance may impose discipline upon the scholar(s) (including suspension and/or expulsion) in accordance with Alliance's discipline policies and procedures.

Searches of Cell Phones and other Personal Electronic Devices

A scholar's personal cell phone or other personal electronic device shall not be searched by an administrator unless there is an emergency. An "emergency" is any situation involving danger of death or

serious physical injury to any person that requires access to the electronic device information. If Alliance has a good faith belief that the device is lost, stolen, or abandoned, Alliance may access electronic device information only in order to attempt to identify, verify, or contact the owner of the device.

Nothing in this policy prohibits Alliance from confiscating a scholar's personal electronic device, without searching its contents, if the scholar's use or possession of the private electronic device is in violation of Alliance's policies.

Contraband Detection Dogs

School leaders must consult with Legal, their Instructional Superintendent, and Scholar Services to determine whether or not to use trained detection dogs to search for contraband in school facilities and around school grounds. Detection dogs may smell the air around lockers, scholar use areas, classrooms and other inanimate objects throughout the school property. Dogs will not smell within close proximity of scholars or other persons. **If a dog alerts to the presence of contraband, school officials then have the requisite reasonable suspicion to conduct a search.**

- Demonstrate to the Instructional Superintendent, Legal, and Scholar Services the need for trained detection dogs to search for contraband based upon the response or expectation of violence, drug activity, and/or disruption. Instructional Superintendents must give school leader approval to use contraband detection dogs. School leaders must contact their Network Operations Lead for support once the search has been approved.
- Provide written notice to scholars and parents of the school policy and/or procedures governing contraband detection dog searches.
- Administrators must promptly record and document search data
    - Name and grades of scholars searched.
    - Reasons for the search.
    - Purpose of search (that is, what item(s) were being sought).
    - Type and scope of search.
    - The administrators conducting the search and their titles/positions.
    - Time and locations of search.
    - Results of search (that is, what items were found).
    - Time, manner and results of parental notification.
- Administrators will consult with their Instructional Superintendent, Legal, and Scholar Services to determine the continued use of contraband detection dogs and school site data. Instructional Superintendents will give administrators approval on whether to continue or discontinue the contraband detection dog searches.

School leaders must consult with Legal, their Instructional Superintendent, and Scholar Services to determine whether or not to use metal detecting wands to search for contraband in school facilities and around school grounds.

Metal Detecting Wands

- Demonstrate to the Instructional Superintendent, Legal, and Scholar Services the need for metal detecting wands to search for contraband based upon the response or expectation of violence, drug activity, and/or disruption. Instructional Superintendents must give school leader approval to use metal detecting wands. School leaders must contact their Network Operations Lead for support once the search has been approved by the IS.
- Provide written notice to scholars and parents of the school policy and/or procedures governing metal detecting wands searches.
- Administrators must promptly record and document search data
    - Name and grades of scholars searched.

    - Reasons for the search.
    - Purpose of search (that is, what item(s) were being sought).
    - Type and scope of search.
    - The administrators conducting the search and their titles/positions.
    - Time and locations of search.
    - Results of search (that is, what items were found).
    - Time, manner and results of parental notification.
- Administrators will consult with their Instructional Superintendent, Legal, and Scholar Services to determine the continued use of metal detecting wands and school site data. Instructional Superintendents will give administrators approval on whether to continue or discontinue the metal detecting wands searches.

06/25

Local School Wellness

Alliance schools are committed to establishing positive school environments that include the promotion of scholar health, well-being, and the ability to learn by supporting healthy eating and physical activity. In collaboration with school stakeholders and in accordance with federal and state regulations and requirements, the Local School Wellness Policy takes the appropriate actions to advocate for scholar health and wellness.

The Alliance Local School Wellness Policy can be found in the school main office or on the school website at: https://tajimahigh.org/2026-2027-local-school-wellness-policy/

REV: 04/20

Service Animals in Schools

Service animals are permitted on school property and/or at school-sponsored activities when required for persons with disabilities. Service animals whose behavior poses a direct threat to the health or safety of others, is not housebroken or is disruptive to the campus community may be excluded at the time of the threat/disruption, regardless of training or certification. A service animal is a dog or, in limited circumstances, a miniature horse, individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or fetching dropped items. The service the animal is providing must be directly related to the functional limitation of the person's disability. Therapy or companion animals, including pets, are not service animals, are not covered under the Americans with Disabilities Act, and therefore are not permitted on school property or at school-sponsored activities.

The parent/guardian of a scholar who believes the scholar needs to bring a service animal to school or an employee who wishes to bring a service animal to school must submit a written request to the Principal. The Principal, in consultation with the Section 504 coordinator, as appropriate, will determine whether or not to permit the service animal in school. It is a misdemeanor to knowingly and fraudulently represent oneself as the owner or trainer of a guide, signal or service dog.

REV: 05/26

Firearms Safety

Parents/guardians are responsible for keeping firearms out of the hands of children as required by California law. Incidents of children bringing firearms to school can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition. Parents/guardians should understand their legal responsibilities listed below to ensure compliance with the law and promote a safe environment for children.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Be aware that your county or city may have additional regulations on safe firearm storage. The easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

REV: 12/23

Scholar Code of Conduct

Academic Integrity

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

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

- Plagiarism – submitting another person's work as your own.
- Submission of falsified dates (written or oral).
- Copying another scholar's work during an exam.
- Aiding others with acts of plagiarism and/or copying.
- Theft or unauthorized access to an exam.
- Use of unauthorized materials/equipment, including electronic devices, during an exam.

- Changing, altering or fabricating a grade, score or any other academic record.
- Unauthorized communication with any other person during an exam.
- Stealing or destroying the work of another scholar.
- Using cell phones, chatting online, or using unauthorized notes/websites, including Artificial Intelligence (AI) content generators (e.g. ChatBot, ChatGPT), when completing assignments and/or assessments.

This academic integrity policy and scholar expectations also apply when using our various digital curriculum platforms (e.g. Apex, Accelerate, Courseware, Edgenuity, Subject, and other digital curriculum platforms).

Consequences for violating the Academic Integrity Policy may be subject to disciplinary action at the discretion of the Principal. This may include but is not limited to:

- Parent conference
- Negative grade or limited credit on assignment
- Having to re-do the assignment or a similar version
- Loss of technology privileges
- Reflection report
- Lesson/project on impact of cheating in college or at a job
- Loss of privilege to attend school events outside of academic hours
- Community Service

REV: 03/26

Scholar Bill of Rights

Alliance College-Ready Public Schools affirms that all scholars are entitled to a high-quality, equitable education within a safe, inclusive, and supportive learning environment.

The Scholar Bill of Rights, developed by Alliance scholars, reflects the organization's commitment to scholar voice, educational equity, and positive school culture across all campuses.

All scholars have the right to:

- Be treated with dignity and respect by all members of the school community
- Access a free, equitable, and high-quality education
- Learn in environments that are physically, emotionally, and psychologically safe
- Access appropriate academic resources, enrichment opportunities, and extracurricular activities
- Express themselves in accordance with school policies and applicable laws
- Participate in and influence decisions that impact their educational experience
- Receive appropriate academic, college, career, and social-emotional guidance
- Experience a positive and inclusive school climate

For the complete Scholar Bill of Rights, including full descriptions and applicable policies, please visit:
ACRPS Scholar Bill of Rights_ March 2022

To learn more, including scholar-created videos explaining each right, please visit:
Scholar Bill of Rights, Alliance Collins

04/26

Harassment, Discrimination, Intimidation & Bullying

Alliance schools believe all scholars have the right to a safe and civil learning environment. Discrimination, harassment, intimidation and bullying are all disruptive behaviors which interfere with scholars' ability to learn, negatively affect scholar engagement, diminish school safety, and contribute to a hostile school environment. As such, Alliance schools prohibit any acts of discrimination, harassment, intimidation, and bullying on school grounds or related to any school activity. This policy applies to all acts related to school activity or school attendance occurring within the jurisdiction of Alliance, and all acts of Alliance's governing board in enacting policies and procedures that govern Alliance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

Alliance prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics or based on any protected characteristic under applicable law.

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

Allegations of harassment, discrimination, intimidation and/or bullying will be reviewed and investigated in a prompt, confidential and thorough manner by school administrators as required by law, e.g. in accordance with the school's Uniform Complaint Procedures process. Alliance schools prohibit retaliation against anyone who files a complaint or participates in the complaint investigation process.

Substantiated acts of harassment or bullying may result in disciplinary action, up to and including suspension and/or expulsion and reporting to law enforcement as appropriate. Scholars found to have made false allegations or statements will also be subject to disciplinary action, up to and including suspension and/or expulsion as appropriate.

The Principal may refer a pupil affected by an act of bullying to the school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program, as appropriate. Scholars who are victims of hate crimes have a right to report such crimes.

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

Alliance schools maintain a policy specifically dedicated to protecting LGBTQ+ scholars, which can be found here. Please note that this policy may be updated from time to time based on changes in law and/or otherwise.

Bullying

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

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

Bullying behaviors may include, but are not limited to:

- Cyberbullying or bullying by electronic act, which includes transmission of a communication by text, sound, image, video, message, website post, social network activity, or other form of communication sent by an electronic device. It also includes creating a credible impersonation or a false profile of scholars.
- Non-verbal bullying, which may include the use of threatening gestures, staring, stalking, graffiti or graphic images, and destruction of property to cause distress, intimidation, discomfort, pain or humiliation.
- Physical bullying, which may include intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
- Social or relational bullying, which may include spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
- Verbal bullying, which may include hurtful gossiping, making rude noises, name-calling, spreading rumors and teasing.
- Social media bullying, which may involve bullying through social media forums, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging, internet websites offering comment forums or sections, and internet websites offering image or video posting platforms.

Alliance schools shall educate scholars about the negative impact of bullying other scholars, including based on their actual or perceived immigration status or their religious beliefs or customs.

Alliance schools shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training, at minimum, provides school staff with the skills to do the following:

- Discuss the varying immigration experiences among members of the scholar body and school community;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement notification for criminal behavior.

Bullying prevention training materials, publications and resources, including community-based organizations, for educators, parents, and community members for recognizing bullying behavior and

approaches for determining how to respond can be found here: https://www.cde.ca.gov/ls/ss/se/bullyres.asp. Alliance annually makes available the online training module developed by CDE pursuant to Education Code section 32283.5(a) to its certificated employees and all other Alliance employees who have regular interaction with scholars.

Anti-Cyberbullying Procedures
Alliance advises scholars:

- To never share passwords, personal information, or private photos online.
- To think carefully before posting anything, and remember that comments cannot be unsaid even if deleted.
- To consider how it would feel to receive such comments before making comments about others.

Alliance encourages teachers and staff:

- To promote a positive and safe school culture by establishing norms of respectful communication.
- To look out for warning signs that a scholar may be being cyberbullied or cyberbullying others (e.g., noticeable increases or decreases in device use, including texting; scholar becomes withdrawn or depressed; scholar avoids discussion about what they are doing on their device).

Scholar Responsibilities
It is the responsibility of the scholar to:

1. Conduct themselves in a manner which contributes to a positive school environment.
2. Avoid any activity that may be considered discriminatory, intimidating or harassing.
3. Consider immediately informing anyone harassing them that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal.
5. If informed they are perceived as engaging in discriminatory, intimidating, harassing, bullying or otherwise unwelcome conduct, to discontinue that conduct immediately.

Scholars who engage in discrimination, harassment, intimidation,or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion.

REV: 04/24

Discipline Philosophy

At Alliance College-Ready Public Schools, we embrace an anti-racist and pro-Black discipline philosophy grounded in restorative discipline practices, with clear expectations and trauma-informed practices followed by all staff. We prioritize strong staff-scholar relationships and support the social, emotional, academic, and behavioral growth of our scholars, while focusing on repairing harm and fostering a community of respect and resilience.

The **purpose** of this document is to outline our discipline philosophy, providing a framework for teachers, staff, and leaders to create a consistent, safe, and equitable learning environment that supports the holistic development of our scholars and prepares them for a college-ready future.

Our Why

A well-defined network-wide discipline philosophy is essential because it establishes a clear framework for creating a positive and productive school environment, while ensuring network-wide consistency for the use of resources and supports. When educators focus on relationships, practice repairing harm, teach accountability, and correct when necessary, they create a unified, predictable, and supportive

environment for scholars. A strong adult culture and systems enable Alliance schools to implement discipline practices with fidelity and confidence, ensuring that all scholars receive equitable support and guidance

It provides:

1. **Consistency and Equity:** A discipline philosophy ensures that all scholars are held to high standards and that expectations are applied consistently and with equity in mind. This helps to build trust and respect between scholars and staff. Additionally, a discipline philosophy also guides how adult behavior and systems at Alliance must also be examined and shifted to promote equitable practices.
2. **Safe Learning Environment:** By addressing behavioral issues proactively and restoratively, we create a safe space where scholars can focus on learning without fear of bullying, discrimination, or violence.
3. **Holistic Development:** Our approach to discipline supports the social, emotional, behavioral, and academic development of scholars. It encourages them to learn from their mistakes, develop empathy, and build better relationships.
4. **Community Building:** A restorative discipline philosophy fosters a sense of community and belonging. It involves all stakeholders—scholars, teachers, school leaders, caregivers, and community members—in the process of creating a supportive school culture that uplifts all scholars and meets them where they are at.
5. **Preparation for the Future:** By teaching scholars responsibility, accountability, and conflict resolution skills, and modeling these same characteristics as teachers, staff, and school leaders, we prepare them to be respectful, productive members of society.

OneAlliance Core Principles

At Alliance College-Ready Public Schools, we believe restorative discipline practices are a fundamental component for supporting scholars' academic and behavioral growth. Rather than using traditional, punitive or punishment-based approaches for disciplinary action, we aim to support our scholars' understanding of the impact their actions have on others and provide opportunities to repair harm and restore relationships. Our ultimate goal is to ensure all scholars understand their actions do not define them, and instead, have opportunities to reintegrate into the community after taking action to repair harm.

1. **Restorative Discipline Practices:** The aim of restorative discipline practices is to develop community and to manage conflict and tensions by repairing harm and building relationships through both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches. All Alliance staff must engage and commit to restorative discipline practices to repair harm, whether with scholars or other adults.[Adapted from *Defining Restorative*, Ted Wachtel, IIRP 2016]
    - **Focus on Relationships:** Relationships are the foundation of strong school culture and are predicated upon consistency, emotional constancy, and vulnerability. It is the responsibility of all adults to build trusting relationships with our scholars, ensuring they feel a strong sense of support and belonging at our schools.
    - **Practices of Repairing Harm:** We use circles, mediation, projects, and conferencing to address conflicts and issues, allowing all voices to be heard, learning and unlearning to happen, and promoting mutual understanding.
    - **Accountability:** All Alliance community members, inclusive of scholars, staff, teachers, and school leaders, are encouraged to take responsibility for their actions and understand the impact of their behavior on others.
    - **Clear and Logical Consequences to Correct when Necessary**: We use developmentally appropriate, clear, logical, and research-based consequences that relate to the function

of behavior, are time-bound, fair, and equitable, to repair harm when necessary.

2. **Repairing Harm:** Repairing harm is a process involving the primary stakeholders in determining how best to repair what was done by an offense or wrongdoing, to ultimately restore relationships. The three primary stakeholders in restorative discipline practices are victims, offenders and their communities of care, whose needs are, respectively, obtaining reparation, taking responsibility and achieving reconciliation. [Adapted from *Defining Restorative*, Ted Wachtel, IIRP 2016]
    - **Acknowledgement:** Stakeholders, whether they are scholars, staff, or other community members, are guided to acknowledge the harm caused by their actions to individuals and the community.
    - **Restitution:** Opportunities are provided for those involved in causing or supporting harm, including scholars, staff, or other community members, to make amends and repair the harm through meaningful actions, such as apologies, community service, or other restorative discipline practice measures.
    - **Support:** We offer counseling, support services, and research-based social emotional and behavioral interventions to help scholars and those affected by their actions heal and move forward positively.
    - **Modeling**: Teachers, staff, and school leaders consistently model restorative discipline practices to build and repair communities before and after harm has happened.

3. **High Expectations with High Support for All Scholars:** Restorative discipline practices are a leadership model for teachers and administrators in which scholars are more likely to be happier, more cooperative and productive, and make positive changes in their behavior when adults do things with them, rather than to them or for them, or provide high levels of support to achieve high expectations, as these high expectations lead to academic and behavioral growth. Ultimately, maintaining high expectations and understanding the need to use tiered supports to support scholar needs will lead to growth academically, behaviorally, socially and emotionally. [Adapted from *Defining Restorative*, Ted Wachtel, IIRP 2016]
    - **Academic Excellence:** We hold all scholars to high academic standards and provide the necessary support to help them achieve their potential, through joyous and equitable learning in the classroom.
    - **Behavioral Standards:** Clear expectations for behavior are communicated and consistently acknowledged and reinforced to ensure a respectful and productive learning environment is experienced by all.
    - **Growth Mindset:** We foster a growth mindset, centered on an asset-based lens rather than deficit thinking, to encourage scholars to embrace challenges, learn from mistakes, and continuously strive for improvement.

Implementation Strategies

To effectively implement and monitor proactive, responsive, and continuous improvement practices, school leaders must take an intentional and supportive approach.

Proactive Measures:

- **Social-Emotional Learning (SEL):** Deans should support teachers in integrating ***Social-Emotional Learning*** (SEL) into their daily instruction, to foster empathy, self-regulation, and communication skills among scholars. Teachers should integrate SEL lessons into core academic subjects by connecting competencies to real-world scenarios, literature, history, and classroom discussions. Use morning meetings, advisory periods, or dedicated SEL blocks for explicit instruction.
- **Positive Behavior Interventions and Supports (PBIS):** Principals and Culture Leaders

must ensure consistency of ***Positive Behavior Interventions and Supports*** (PBIS) by training all staff members to prioritize proactive strategies. Restorative discipline practices (such as PBIS) align with MTSS (multi-tiered system of supports) approaches. All educators should use proactive approaches 80% of the time (Tier 1) to strengthen relationships and build community before harm has occurred. When used preventatively, restorative discipline practice responses tend to be needed just 20% of the time for addressing harm and holding scholars accountable. Processes such as circles, impromptu conversations and formal conferences can be used to respond to minor incidents (Tier 2) as well as more serious ones (Tier 3). [Adapted from *Defining Restorative*, Ted Wachtel, IIRP 2016]

- **Clear What to Do Directions:** Principals, Assistant Principals, and Instructional Coaches should support staff in delivering ***Clear What to Do Directions,*** by modeling how to give specific, sequential instructions and use least-invasive corrections in school-wide systems and training. In all spaces inside and outside the classroom, provide scholars with ***Clear What to Do Directions***. Expectations should be posted and clearly defined in classrooms, hallways, eating areas, and other spaces with scholars.
- **Positive Acknowledgment**: All staff provide scholars with consistent positive acknowledgement and feedback when behavior expectations and/or behavior plans are followed, narrating the positive, to reinforce and reward expected behaviors. School leaders should model this behavior by positively acknowledging both scholars and staff members. Additionally, all staff members must be encouraged and held accountable for providing consistent ***Positive Acknowledgment.***

2. **Responsive Measures:** Principals and School Leaders should ensure that restorative discipline practice interventions are used as the first response to conflict, emphasizing dialogue and mutual accountability. For scholars needing additional support, Deans should lead the process of coordinating individualized, research-based interventions that involve families, counselors, and relevant stakeholders. (Deans should consider using the role-play scenarios below to start building alignment on how to repair harm in different situations).
    - **Restorative Interventions:** Implement restorative discipline practice interventions as a first response to conflicts or disciplinary issues, emphasizing dialogue, mutual resolution, and learning or unlearning.
    - **Small Group & Individualized Support:** Provide tailored, research-based support plans/interventions for scholars who exhibit recurring behavioral issues, involving caregivers, counselors, and other relevant stakeholders.
3. **Continuous Improvement:** Deans should provide ongoing professional development focused on restorative discipline practices, culturally responsive teaching, and anti-racist and pro-Black values. For staff needing additional support implementing these strategies, Principals and Assistant Principals must coach and model practices while holding staff accountable to the school-wide commitments.
    - **Professional Development:** Offer ongoing training for staff on restorative discipline practices, conflict resolution, and culturally responsive teaching, placing emphasis on Alliance's commitment to being anti-racist and pro-Black.
    - **Community Involvement:** Engage families and community members in the discipline process, promoting a collaborative approach to scholar development and well-being.
    - **Data-Driven Decisions:** Regularly collect and analyze data on disciplinary incidents to identify trends, evaluate the effectiveness of interventions, and make informed adjustments to support all scholars.

Outcomes

By embracing restorative discipline practices, focusing on repairing harm, and maintaining high

expectations, we aim to:

- Create a nurturing school climate where scholars feel valued, respected, and have a strong sense of belonging within their school community.
- Develop responsible, empathetic, and resilient individuals capable of resolving conflicts constructively.
- Enhance academic and behavioral outcomes, ensuring all scholars have the opportunity to succeed.

Our Alliance discipline philosophy reflects our commitment to fostering a community where every scholar can grow, learn, and thrive in community.

Resources

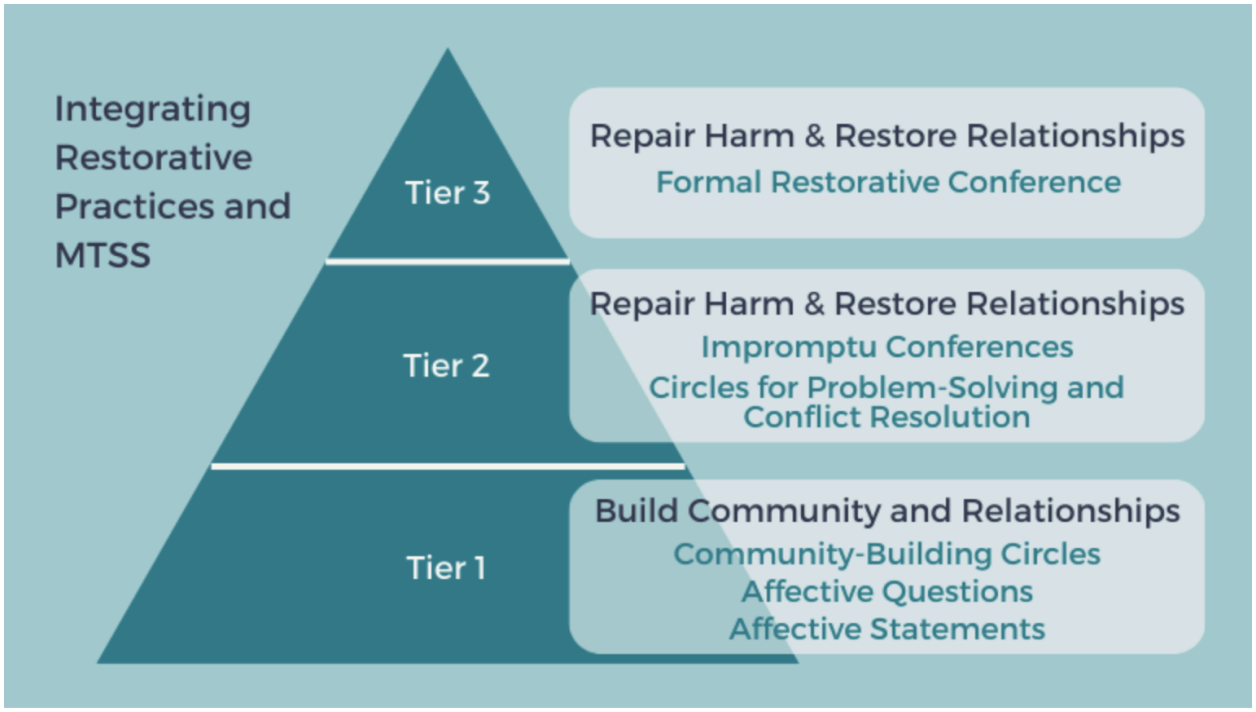

Image based on information from Orange County Department of Education – MTSS Conference 4/2015

Rev: 5/2026

Addressing the Use of N-word & Other Oppressive Language Policy

Our Why

Alliance College-Ready Public Schools is committed to building an anti-racist, pro-Black community to improve equitable outcomes for all scholars, ensuring our scholars graduate "college-ready" with pride in their racial, cultural, and personal identities. Alliance believes every scholar should feel their school believes in and has high expectations of them, making them feel intellectually and emotionally safe to be their authentic selves, engage in deep learning, identify as a valued member of the school community, and help to keep it inclusive and safe for all. **Thus, the use of the n-word and other oppressive language at Alliance does not align with our core beliefs.**

Grounded In Data

As of March 2026, Alliance has had over 1600 incidents of the use of the N-word or other oppressive language on our school campuses during the 2025-26 school year. This policy is meant to restamp our

commitment to addressing the use of the n-word & ALL other oppressive language at Alliance school sites. ***Alliance College-Ready Public Schools prohibits the use of the n-word and all other oppressive language at any Alliance school site or events.***

Grounded in our DEI Audit

Alliance partnered with the Center for Racial Justice and Education (CRJE) to conduct a DEI audit during the 2024-25 school year for all of our campuses to strengthen and maintain anti-racist and pro-black practices. The audit included survey questions and focus groups to staff, scholars, and administration. One of the areas of growth revealed in the audit indicated that many Alliance schools were facing significant challenges in addressing racism, as there are unclear policies and inconsistent enforcement regarding racial harm. This policy was created to not only restamp Alliance's commitment to addressing the use of the n-word and other oppressive language but also to provide school communities with clear guidelines and expectations when incidents occur.

The Purpose

The purpose of this policy is to support Alliance schools in building an anti-racist, pro-Black community to improve equitable outcomes for all scholars. This policy was intentionally designed to provide Alliance schools with an unified approach to eliminating the use of the n-word and other oppressive language across our school communities.

This policy includes strategies to protect the safety of all scholars and staff by including strategies to help schools prevent and address the use of the n-word and other oppressive languages. The policy defines Alliance's definition of oppressive language, provides brief historical context of the n-word, and a quick sample resource for school leaders and staff. More resources can be found using the Alliance DEI Guide.

What is Oppressive Language?

The Alliance N-Word Task Force defines oppressive language as any form of communication that maintains power imbalances, reinforces stereotypes, and frequently aims to silence or marginalize specific communities through harmful, intimidating, and demeaning expressions directed at individuals or groups. ***This policy was designed to address the use of n-word/racialized language and more broadly all forms of oppressive language.***

While Use of oppressive language furthers hate and discrimination towards marginalized groups, and can be in the form of but not limited to:

- **Racist remarks:** Including but not limited to the use of slurs or derogatory language (e.g., the n-word).
- **Sexist remarks:** Language that belittles or discriminates based on gender.
- **Queerphobic or transphobic remarks:** Comments that are prejudiced or discriminatory toward individuals based on their sexual orientation or gender identity.
- **Other forms of hate-fueled speech:** Including but not limited to xenophobia, ableism, and other forms of demeaning or harmful language.

The purpose of this policy is to support Alliance schools in building an anti-racist, pro-Black community to improve equitable outcomes for all scholars. ***Again, this policy was designed to address the use of n-word/racialized language and more broadly all forms of oppressive language***.

This policy includes strategies to protect the safety of all scholars and staff by including strategies to help schools prevent and address the use of the n-word and other oppressive languages. The policy defines

Alliance's definition of oppressive language, provides brief historical context of the n-word, and a quick sample resource for school leaders and staff. More resources can be found using the Alliance DEI Guide.

Reclaiming the N-word & Other Oppressive Language

Alliance understands the history of the n-word and other oppressive language; we also acknowledge that in recent decades, some cultures have attempted to reclaim some of these terms. While some scholars may not use these terms with hateful intent, we believe that the use of these terms does not support our value of advancing equity. School leaders will follow our standard discipline protocols to determine the appropriate intervention or consequence needed after investigating the scholar's intentions.

N-Word/Oppressive Language Task Force

Understanding the undertaking necessary to create this policy, a task force was developed in November 2024, consisting of Alliance School Principals, Assistant Principals, Deans, and Home Office staff members. The task force was broken into four subcommittees: Educating Communities, Communication & Rollout, OneAlliance, and Discipline Approach. The policy is broken down based on the work of the committee's work.

Message from Our CEO

Dear Alliance Community,

At Alliance College-Ready Public Schools, we are steadfast in our commitment to becoming an **anti-racist, pro-Black network** where every member of our community is **seen, heard, and valued**. ***Alliance College-Ready Public Schools prohibits the use of the n-word and all other oppressive language at any Alliance school site or events.*** This commitment requires courage, consistency, and collective responsibility. Today, we are reaffirming that it will take *All Hands on Deck* to uphold this vision especially when it comes to addressing the use of the n-word and other forms of oppressive language within our schools.

We recognize that the n-word carries a deeply painful and complex history. For centuries, it has been weaponized to dehumanize and oppress Black people, leaving generational wounds that continue to impact communities today. While we also acknowledge that the word has, in some contexts, been reclaimed within the Black community and used in popular culture without malicious intent, its presence in our schools, whether casual or intentional, creates harm. It does not align with the values of dignity, respect, and inclusion that define who we are as a network.

Our stance is clear: there is no place for the n-word or any oppressive language within our Alliance schools. We are taking a firm stand because we believe that creating spaces where every scholar feels emotionally and intellectually safe is everyone's responsibility. This is not just about words; it is about culture, belonging, and collective accountability.

Part of this work involves **educating our community** scholars, staff, and families about the history, impact, and evolving use of the n-word. We are committed to facilitating honest conversations, providing restorative support when harm occurs, and developing structures that promote understanding and healing rather than punishment alone. We know that education is our most powerful tool in dismantling

bias and building empathy.

As a network, we stand united in rejecting language and actions that perpetuate harm. We invite every member of our community educators, scholars, families, and visitors to join us in this commitment. Together, through reflection, dialogue, and consistent action, we can model the inclusive and equitable environment our scholars deserve.

This is *All Hands on DECK work* that demands courage, compassion, and care. And together, we will continue to create schools where every scholar knows they belong, every voice is valued, and every community is honored.

Pablo Villavicencio- CEO

All Hands on DECK

At Alliance, we are committed to ensuring that every scholar feels seen, valued, and supported, intellectually, emotionally, and socially. The *All Hands on* ***DECK*** approach unites every member of our community in the **shared responsibility** of upholding a culture where **all community members** can thrive as their authentic selves. ***Thus, all Alliance community members must help address the use of the n-word and other oppressive language at Alliance.***

- **D – Dismantle:** Breaking down systems of oppression and harmful behaviors that create barriers to inclusivity.
- **E – Educate:** Providing community members with the knowledge and tools to make informed, respectful, and responsible choices.
- **C – Cultivate:** Growing a school culture rooted in respect, understanding, and accountability.
- **K – Kindle:** Igniting deep reflections and conversations to build strong relationships and a sense of belonging within our school community.

The use of the n-word and other oppressive language stands in direct opposition to our values and beliefs. Again, it is the responsibility of **every Alliance community member** to address such language and reinforce the norms that align with our mission. This collective responsibility promotes a culture of accountability and care, where scholars and adults alike understand that maintaining an inclusive and emotionally safe environment is our shared duty.

Through an “All Hands on DECK” approach, this policy ensures that all Alliance staff play an active role in building and sustaining a respectful, anti-racist school culture. It is imperative that the use of the n-word and other oppressive language is addressed, redirected, and documented to show our commitment to foster a culture of belonging, equity, and shared responsibility. School leaders will model, train, and support all Alliance staff on the policy and their role in upholding the expectations.

Educating Communities

In order to deepen critical consciousness and **dismantle** systems of oppression at Alliance, we are committed to creating space for open dialogue, reflection, and to **educate** the historical and emotional weight of the n-word and other oppressive language. Alliance is committed to creating space to **kindle** or ignite community members to examine their own biases, language, and behaviors, while **cultivating** empathy and understanding. Through ongoing learning and collective action, educating our communities emphasizes equity work is not the responsibility of a few, but the commitment of all.

We recognize that scholar safety and sense of belonging can be greatly impacted by the n-word and oppressive language use throughout our schools. Exposure to such language can be harmful for our scholars and school communities. Alliance schools have a responsibility to ensure our school culture and climate are emotionally safe, affirming, and are not spaces where harm is unintentionally replayed.

N-Word as Oppressive Language

Language can be used as a tool to reinforce systems that discriminate against, harm and oppress groups of people. Slurs are harmful language designed to degrade targeted individuals and groups. The n-word, dating back to 17th century colonial America, is directed at Black people and has been used over time to justify disrespect, discrimination and violence.

Enslaved Africans who were forcibly brought to the Americas were often stripped of their original names and languages. Enslavers sometimes assigned them new names, and the n-word, a derogatory racial slur, was commonly used to address and refer to them. Over time, the n-word became a widespread way for White Americans to signal that Black individuals were inferior and unworthy of basic dignity and respect.

After the end of slavery, Black Americans continued to face systemic mistreatment and exclusion. Many white Americans denied them equal access to resources and humane treatment, and the n-word remained widely used and socially accepted in mainstream U.S. society for decades.

Today, while many people reject this language and acknowledge its harmful impact, the n-word is still used in various contexts. Its continued use can echo a history of violence and reinforce systems that marginalize and disadvantage Black communities.

Historically, some marginalized groups have chosen to reclaim terms that were once used against them. By redefining these words, they may seek to assert control over their identity and diminish the power of harmful language. Within parts of the Black community, this has included reinterpreting the slur as a term of familiarity or solidarity. However, perspectives on this practice vary, and not all Black individuals support or participate in the reappropriation of the term.

-Defending Education, Hate Speech Addressed: The N-Word

Implementation at a Glance

Alliance recognizes that, in order to truly practice and live out being an anti-racist, pro-Black organization, we need to continuously invest in educating the various stakeholders within our community. Alliance has made a commitment to supporting all school partners in their anti-racist, pro-Black work through ongoing and updated resources. These resources will be used to provide learning opportunities (e.g., lessons, video modules, articles) to anyone within the Alliance communities. School leaders can refer to the **DEI Guide** to access this compiled collection of educational resources and an implementation guide for the various school partners.

Addressing the Use of the N-Word and Other Oppressive Language Tool

Using a calm tone, start with a greeting. (Depending on Relationship)

- Staff start by greeting the scholar or scholars and getting their name(s).

Examples:

- “My name is _____, my role is_____. What is your name? ”
- Hey, can I speak with you for a moment? My name is _____ and I support the school by _____. What is your name?

Interrupt the behavior immediately

- Staff should stop the interaction and clearly name the issue.

Examples:

- “Use of the n-word and other oppressive languages is not acceptable here.”
- “We do not use the n-word and other oppressive language in this school.”
- “That word causes harm and violates our community expectations.”

Address impact over intent

- Staff should avoid debating whether the student “meant it that way.” The focus should remain on the impact of the language.

Examples:

- “Regardless of intent, that language is harmful.”
- “Even if it was said as a joke or lyric, it still impacts others.”

Ensure immediate emotional and physical safety

- Staff should assess whether students impacted by the incident need:
    - Space or support
    - A check-in with a trusted adult
    - Access to counseling or restorative support
    - Separation from the situation if needed

Redirect and de-escalate

Staff should avoid public shaming or escalating the interaction. The goal is accountability, reflection, and safety.

Gather basic information

Staff should document:

- What was said or done
- Who was involved
- Witnesses
- Time and location
- Immediate actions taken

Report the incident promptly

Staff should follow school procedures for reporting incidents involving the use of the n-word or oppressive language in Deanslist. All uses of the n-word and other oppressive language will be addressed with the appropriate consequences grounded in the Alliance Discipline Philosophy and the LAUSD Matrix.

HO staff should communicate directly to the school leadership either verbally or in email.

Communicate with the Families

School leadership must communicate what happened and the appropriate consequences to families and scholars in an appropriate timeframe.

Alliance Teaching Materials & Instructional Strategies:

While not featured in the Alliance ELA or History curriculum, any use of the n-word and other oppressive language in the curriculum's full text or supplementary materials must be framed, purposeful, and aligned with a broader commitment to equity, dignity and meaningful learning.

Teachers should reach out to their school leaders directly for approval of curriculum using materials that feature the n-word and other oppressive language structured academic use within teacher-led instruction with clear framing. If teachers have been approved to use a curriculum that includes the use of the n-word and other oppressive language when selecting materials that may include oppressive language and this guide.

When not directly tied to the approved teacher-led academic use, scholars are prohibited from using the n-word and other oppressive language. Staff are expected to address causal or unsupervised use following the Alliance policy.

Alliance schools will:

- ***Center Scholar Experience and Sense of Belonging*** - Schools will select texts, learning materials, and implementation strategies, after deep consideration of the impact the chosen materials may have on Black scholars. In particular, schools should be aware of underrepresentation of Black scholars across classrooms and reflect on the impact repeated exposure to harmful language within the curriculum may have on a scholar’s sense of belonging, safety, and interpersonal relationships.

- ***Engage in Ongoing Self-Reflection (Mirror Work)*** - Within our school communities, all school partners will engage in mirror work; reflecting on their own identities and lived experiences. When we take time to reflect, we can learn how our experiences and identities influence our outlook and approach to teaching sensitive content. This includes examining implicit biases and understanding of how race and racism are experienced by our community.
- ***Ensure Representation Through Culturally Responsive Curriculum*** - When reviewing instructional materials, curriculum, etc., Alliance schools will think about the scholars in their school. School leaders and staff will ensure that materials used in the school provide representation of Black and brown individuals and communities in ways that are accurate, diverse, and affirming. Texts, materials, and curriculum will focus on strength, resilience, and contributions, and avoid over-reliance on materials that center stereotypes or trauma.
- ***Context for Content and Instructional Consistency*** - Prior to instruction, all teachers and staff will provide clear context for instructional purposes, alignment to learning objectives, and connection to broader themes, history, or societal issues. School leaders will ensure that anyone delivering a lesson, including a substitute teacher or support staff, has school-based guidance and materials needed to facilitate the content appropriately and safely.
- ***Explicitly Teach Expectations and Model Language Use*** - Schools should have established clear expectations and/or norms for engaging with texts that include harmful language. When encountering hate speech or other oppressive language in texts, teachers and staff members should model appropriate responses by not using the language and explicitly teach students how to navigate and discuss such language respectfully. This is a vital step in providing scholars the language they need when reading.

Addressing the N-Word & Other Oppressive language

Alliance College-Ready Public Schools prohibits the use of the n-word (regardless of its usage) and other oppressive language at any Alliance school site or school-related events. After an investigation determining the intent and impact, all use of the n-word and other oppressive language will be addressed with the appropriate consequences grounded in the Alliance Discipline Philosophy and the LAUSD Matrix.

School leaders will follow the steps below and ensure restorative measures are implemented to ensure harm has been repaired while holding scholars to high expectations and high support.

If a scholar has used the n-word or oppressive language:

- **Investigation**: In order to determine the intent, there will be an investigation. The scholar(s) who used the term will be allowed to provide a written statement along with any potential victims. A thorough investigation and opportunities for scholars to give a statement are consistent with our procedures for violation for all potential violations of the code of conduct via the LAUSD matrix.
- **Determining Hateful Intent or Not**: After a completed investigation, school leaders will review the evidence to determine whether they believe the scholar used the term with hateful intent or not.
- **Determining Impact:** After a completed investigation, school leaders will review the evidence to determine the impact to the school community. While a scholar may not use the language with hateful intent, the severity of impact will determine the necessary consequences and restorative measures taken.

- **Referrals and Documentation**: After a completed investigation, a documented office referral in Deanslist* will be issued to the scholar detailing where the incident took place, a brief description of the incident, an admin summary, and the given consequences. Families can reach out to their school's Leader of Scholar Culture or Dean to ensure they have access to the Deanslist.

All uses of the n-word and other oppressive language will be addressed with the appropriate consequences grounded in the Alliance Discipline Philosophy and the LAUSD Matrix.

***DeansList is a school/district-wide information system that helps document and support scholar behavior and classroom management systems, office referrals and incidents and improves family engagement.

Communications

Alliance has developed a thoughtful, intentional, and effective communications framework designed to help address and eliminate the use of the n-word and other forms of oppressive language across all Alliance schools and building shared responsibilities.

By clearly communicating the policy's intent, detailing expectations for conduct, and outlining the consequences, Alliance seeks to cultivate an environment where all school partners feel fully informed, respected, and empowered to uphold the standards of inclusion in their language use.

Alliance communication will:

1. **Clearly Communicate the Intent:** To articulate unequivocally that the use of the n-word and other oppressive language is not in alignment with Alliance's values and mission.
2. **Clearly Communicate the Expectations:** To set clear expectations for appropriate and respectful language for all stakeholders within the Alliance community.
3. **Clearly Cultivate Shared Accountability:** To establish a consistent process for addressing and responding to uses of the n-word and oppressive language so all school partners are held accountable for their language.
4. **Clearly Educate Cultural Awareness:** To provide education and resources that deepen understanding of the impact of the n-word and other forms of oppressive language.

School communities will receive ongoing communication, policy updates, guidance and training and should ensure that schools have updated contact information on file.

The Ultimate Aspiration: ALL Hands on DECK

Alliance believes that eliminating the use of the n-word and oppressive language at our school sites aligns with our values and mission and will be an ***ongoing process*** that requires *All Hands on DECK*. **The ultimate aspiration of this policy is to build a shared commitment to permanently eliminate the use of the n-word and all forms of oppressive language at Alliance College-Ready Public Schools.**

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Suspension and Expulsion

The Scholar Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all scholars at Alliance schools. The policy, procedures and grounds for suspension/expulsion are based on Education Code Section 48900 *et seq*. Alliance schools also follow the District's Discipline Foundation Policy and School Climate Bill of Rights, including the school-wide positive behavior supports, alternatives to suspension, and restorative justice.

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

By signing the Family-Scholar Handbook, scholars and parents/guardians acknowledge their understanding of and their responsibility to the standards set forth in this handbook and in the discipline policy. The discipline policy defines scholar responsibilities, unacceptable behavior, and the consequences for noncompliance.

Code of Conduct

Scholar responsibilities include, but are not limited to:

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

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

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

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

Suspended scholars and scholars with in-school suspension shall be excluded from participating in all school and school-related activities unless otherwise agreed upon by the Principal and the parent/guardian during the period of suspension. The maximum number of days for which a scholar may receive out-of-school or in-school suspension is five (5) school days per incident and twenty (20) school days in one academic year. In accordance with applicable law, scholars with disabilities shall not be suspended for more than ten (10) school days in any school year without a manifestation determination review.

Expelled scholars shall be excluded from participating in all school and school-related activities.

Grounds for Suspension and Expulsion

Alliance schools have adopted the *Los Angeles Unified School District Suspension and Expulsion Matrix* as identified below. As such, a scholar may be suspended or expelled for prohibited misconduct, as outlined in the matrix, if the act occurs:

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

LAUSD Suspension and Expulsion Matrix

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

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

** Grades 4 through 12 inclusive.

Source: Los Angeles Unified School District Scholar Discipline & Expulsion Support Unit (July 2015)

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

The offenses noted above are annotated excerpts from Education Code Section 48900. The school will use the above referenced grounds and procedures in determining suspension and expulsion.

Not Causes for Suspension/Expulsion

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

SUSPENSION PROCEDURES

Rules and Procedures

Suspension is preceded by a conference conducted by the Principal with the scholar and the scholar's parent/guardian. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of scholars or school personnel. If the scholar is suspended without a conference, the parent/guardian is notified of the suspension, a request for a conference is to be made as soon as possible, and the conference is to be held as soon as possible.

Notice to Parents/Guardians

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

In-school suspensions will be served in either the school's main office or in an open classroom and will be supervised by a credentialed staff member. During in-school suspensions, the scholar's teachers will provide coursework to be completed in the in-school suspension setting.

Length of Suspension

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. During the term of the suspension, the Alliance school shall provide the scholar with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The scholar shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.

Upon a recommendation of expulsion by the Principal, the scholar and the scholar's parent/guardian or representative will be invited to a conference to determine if the suspension for the scholar should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following: 1) the scholar's presence will be disruptive to the education process; or 2) the scholar poses a threat or danger to others. Upon either determination, the scholar's suspension will be extended pending the results of an expulsion hearing. Scholars who receive an extended suspension may be offered an interim placement at another LAUSD school, another Alliance school, or coursework from the attending school. Scholars shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended up to 30 school days pending an expulsion hearing. Scholars with disabilities shall not be suspended for more than ten (10) school days in any school year, unless a manifestation determination review has been or will be held in accordance with applicable law.

School administrators shall request to confer with the parent/guardian regarding a reentry plan to support the scholar after the suspension term ends; parents/guardians are strongly encouraged to respond without delay as scholar success during this time is best supported when all parties are aligned and participate.

Suspension Appeals

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

EXPULSION PROCEDURES

Rules and Procedures

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

Authority to Expel

A scholar may be expelled by a three (3) member panel, known as the Expulsion Panel that is designated by the Alliance Governing Board ("School Board"). The Expulsion Panel shall be selected by the Board Chair and will consist of Alliance and Alliance-affiliated schools' staff. The members of the Expulsion Panel shall meet the following criteria:

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

Expulsion Hearing

A hearing to determine whether the scholar should be expelled is required for recommendation for expulsion. The hearing shall be held within 30 school days after the Principal makes their expulsion recommendation. The hearing shall be presided over by the Expulsion Panel described above.

The Principal provides written notice of the hearing to the scholar and the scholar's parent/guardian within ten (10) calendar days before the date of the hearing. The notice will include information regarding reasonable accommodations and language support, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocates, and other due process protections and rights. As necessary, the notice will also provide special rules and procedures for incidents involving sexual assault and/or battery (e.g., provide complaining witness with a copy of applicable disciplinary rules and advisement of rights, postponement of expulsion hearing for one school day to accommodate the special physical, mental and emotional needs of complaining witness, provide a nonthreatening environment for complaining witness to speak freely and accurately of their experiences,

breaks during testimony as needed, advisement of complaining witness and accused scholar to refrain from personal or telephonic contact). The documentary evidence packet shall be made available to the scholar and/or parents/guardians upon request.

An audio recording of the hearing and proceedings will be created and retained.

Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. The decision of the panel to expel must be supported by substantial evidence presented at the hearing that the scholar committed an expellable offense. Also, in accordance with the LAUSD Suspension and Expulsion Matrix, for Category II and III offenses, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the scholar's presence causes a continuing danger to the physical safety of the scholar or others.

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

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

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the Principal shall send to the scholar and parent/guardian written notice of the decision to expel. The notice shall be in the primary language of the guardian. This notice will include the findings of fact, recommendations, referral to alternative placement, recommended rehabilitation plan, recommended expulsion order and appeal procedures. This notice to expel a scholar will be sent by certified U.S. mail. Records of the proceeding will be made available at any time upon request to the Principal.

Appeal of Expulsion

An expulsion decision may be appealed within 30 calendar days of the date of the Expulsion Panel's written decision to expel. The parent/guardian must submit the appeal in writing to the Principal who will inform the School Board Chair. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the scholar's parent/guardian must attend to present their appeal either verbally or in writing. Language support shall be provided upon request. The Expulsion Appeal Panel shall have three (3) members. The panel shall be selected by the School Board Chair. Panel members shall not be school employees, (they may be Alliance Home Office employees or staff members from other Alliance schools) shall have no familiarity with the incident or scholar, and shall not be the same individuals that served on the Expulsion Panel. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the

Expulsion Appeal Panel shall be final. Parents/guardians will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) school days of the hearing. In the event that the Expulsion Appeal Panel reverses the expulsion, the scholar shall be immediately reinstated.

Alternative Placement

In the event of a decision to expel a scholar, the school will work cooperatively with the scholar's home school district, the county and/or other schools to find alternative placement for the scholar.

Rehabilitation Plans

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

Readmission

Alliance shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled scholars for readmission. As part of that process, the school shall review documentary evidence from parents/guardians or LAUSD as appropriate to determine if the scholar's rehabilitation plan's requirements have been met to allow for readmission. Upon completion of the readmission process and pending the availability of open seats, the school shall readmit the scholar, unless the school's Principal makes a finding that the scholar has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the scholar and the scholar's parent/guardian at the time the expulsion order is entered and the decision of the school, including any related findings, must be provided to the scholar and the scholar's parent/guardian within a reasonable time.

Scholars with Disabilities

In the case of a scholar who has an IEP or a 504 Plan or for whom the school has a basis of knowledge that the scholar has a disability under 34 CFR 300.534, the school will follow disciplinary procedures to comply with state and federal laws, including IDEA and Section 504 of the Rehabilitation Act of 1973. As required by state and federal mandates, the IEP team or 504 Plan team will meet to conduct a manifestation determination and to discuss alternative placement as necessary utilizing LAUSD's Special Education Policies and Procedures Manual.

At a manifestation determination review the team will answer the two questions:

1. Was the conduct in question caused by, or directly and substantially related to, the scholar's disability?
2. Was the conduct in question a direct result of the school's failure to implement the IEP or the 504 Plan?

If the team answers "yes" to either or both questions above, the determination is made that the misconduct is a manifestation of the scholar's disability and the scholar is not subject to the same sanctions as a child without a disability. If the team answers "no" to both questions, the determination is made that the misconduct is not a manifestation of the scholar's disability and the scholar may be subject to the same sanctions as a child without a disability.

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School-Specific Policies

Procedure for Clearing Absences

When the scholar returns to school, they must provide the school main office with a note from their parent/guardian or have their parent/guardian call the school within 3 school days explaining the reason for the absence. Any scholar who is absent for medical, dental or other professional services must, in addition, present a note to the main office directly from the provider's office. The school is required to keep the note, signed by the parent/guardian for every scholar absence, on file. In cases when the parent/guardian calls the school to explain an absence, the school must keep separate written documentation or electronic log of the call.

Tardy Policy

School Uniform Requirements

Standard School Uniform

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

Overall	● Any clothing item that may be construed as having gang affiliation is strictly prohibited (e.g., colored shoelaces, initialed belt buckles, cut-out belts, "sagging"/oversized clothing). ● Uniforms shall meet all provisions as set forth by the Principal.
Shirts	● Only Alliance school shirts are to be worn. ● Shirts must be tucked in at all times during school hours. When both hands are raised, the shirt must be long enough to remain tucked.
Sweaters, Sweatshirts and Jackets	● Sweaters, sweatshirts, and jackets must be solid in color without logos (other than the official school logo).
Pants and Shorts	● Only school-approved, solid-colored pants/shorts of an appropriately fitted size are allowed. ● Trousers must be at least ankle length but not touching the ground. The trouser hem must not be frayed or ripped. It is not permissible to cut the leg seam. ● Sweatpants are not allowed. ● Shorts must reach the top of the knee in length. ● Pants/shorts must be worn at waist level and not at the hip. ● Inappropriately tight and short clothing are not acceptable. This includes leggings, "skinny jeans" style pants, low-rise pants and/or hip-hugger pants for both girls and boys.
Skirts	● Skirts must be in the school-approved color, an appropriately fitted size, and fall just above the scholar's kneecaps.
Footwear	● Only closed-toe dress shoes or tennis shoes are allowed. ● Shoes must be plain and solid-colored, and may not contain colored shoelaces, stripes or logos.

Belts	● If a belt is worn, only tan, brown, or black belt of a standard width is allowed, and it must be properly worn at waist level. ● Belts and belt buckles must not have logos, studs, chains, writings, or initials.
Headwear	● Hats, bandanas, hoods, beanies, wave caps, sweatbands and visors are not allowed.
Jewelry	● Dangling/excessive jewelry and piercings are not allowed.
Backpacks	● Backpacks must be a plain solid color and kept clean. No markings made with markers, paint, whiteout, will be allowed.

Any modifications and changes to the uniform policy and requirements are at the discretion of the Principal.

Condom Availability Program (HS Only)

Since 1992, all LAUSD high schools have offered free condoms to scholars. Given this, and in an effort to support our implementation of the California Healthy Youth Act, all Alliance high schools have condoms available to scholars who request them. If a parent/guardian would *not* like their scholar to be able to access condoms at school, they may return a note to the school's office stating so.

Driving and Parking (HS Only)

Alliance schools are located in densely populated areas where the limited street parking is mostly used by our neighbors. In serving these communities, we acknowledge a commitment to maintain a good relationship with our neighbors and honor their need for parking space where they reside. Scholars are strongly discouraged from driving to school. There is no scholar parking on campuses nor is the neighborhood available for scholar parking.

REV: 04/24

Forms and Signatures

Family/Scholar/Staff Compact

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

All scholars have a right to and deserve a rigorous quality educational experience that enables them to meet graduation requirements and be ready for successful college entrance. The Alliance school community firmly believes that all scholars can and will achieve when there is a collaborative effort between staff, administrators, parents/guardians and scholars whereby each group clearly understands expectations and accepts responsibility for the successful education and college preparation of each individual scholar. Therefore, the Alliance school community agrees, in compliance with ESSA § 1116[d], to provide and maintain a learning environment in which:

Alliance School Staff will:

- Understand and teach grade level/course curriculum based on the California and Common Core State Standards and A-G college preparation courses.
- Assign relevant individual and team scholar projects and communicate with parents/guardians regarding scholar academic and social progress.
- Be in regular attendance and encourage scholars to achieve a high attendance rate.
- Communicate school policies to scholars and parents/guardians regarding discipline, homework, attendance, grade level/subject area expectations, A-G course, and college entrance requirements. To the extent that is practical, and in accordance with Education Code section 48985, these communications will be in a language that family members can understand.
- Work to meet the individual needs of scholars in ongoing advisory counseling, coursework and college entrance preparation, assist in development and semester review of scholar's Learning Plan.
- Maintain accurate records of scholar academic performance and behavior with frequent reports to parents/guardians on their child's progress.
- Provide parents/guardians reasonable access to school staff, opportunities to volunteer and participate in their classroom and, as appropriate, in decisions relating to the education of the parents'/guardians' children, and invitations to observe classroom activities in accordance with applicable policies, such as the School's Parent and Family Engagement Policy.
- Provide parents/guardians access described above, to the extent practicable and in accordance with Education Code section 48985, in a language that the parents/guardians can understand.
- Establish parent-teacher conferences, at least annually, during which the compact is discussed as it relates to scholar achievement.

Principal Signature: _____ Date _____

Alliance Scholar(s) will:

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

Scholar Signature: _____ Date _____

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

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

Parent/Guardian Signature: _____ Date _____

Family Education Rights and Privacy Act (FERPA)

Overview

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

Generally, schools must have written permission from the parent/guardian or eligible scholar in order to release any information from a scholar's education record. Alliance schools maintain various scholar records, including, but not limited to, transcripts, enrollment records, disciplinary records, and immunization records. Schools may disclose, without consent, "directory" information such as a scholar's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents/guardians and eligible scholars about directory information and allow parents/guardians and eligible scholars a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents/guardians and eligible scholars annually of their rights under FERPA.

Alliance schools will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Notification of Rights under FERPA

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

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

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

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

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

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

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

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

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

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

5. FERPA permits the disclosure of PII from scholars' education records, without consent of the parent/guardian or eligible scholar, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent/guardian or eligible scholar, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents/guardians and eligible scholars have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a scholar without obtaining prior written consent of the parents/guardians or the eligible scholar –
   - To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
   - To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
   - To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such

as the State educational agency (SEA) in the parent or eligible scholar's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the scholar whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer scholar aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible scholar if the scholar is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena, if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a scholar's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the scholar in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

If an Alliance school decides to release directory information, the Alliance school shall provide an annual notice to parents/guardians, and "eligible scholars" in attendance, of the school's directory information policy that includes:

- The categories of information that the school has classified as public directory information that may be disclosed without parental/guardian consent.
- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the school receives consent as required under law).
- The potential recipients of the directory information.
- A description of the parent's/ guardian's abilities to refuse release of the scholar's directory information, and how to refuse release.

- The deadline within which the parent/guardian or eligible scholar must notify the school in writing that he or she does not want the information designated as directory information.

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Google Services for Users Under 18 Years of Age

At Alliance College-Ready Public Schools (ACRPS), we use Google Workspace for Education, and we are seeking your permission to provide and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of scholars and teachers around the world. At ACRPS, scholars will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use scholar personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the Google Workspace for Education account?

Please read it carefully, let us know of any questions, and then sign below to indicate that you've read the notice and give your consent. If you don't provide your consent, we will not create a Google Workspace for Education account for your child. Without access to these Google services, your child will not be able to participate in daily instruction nor be able to take State-mandated assessments.

Thank you,
Alliance College-Ready Public Schools, Information Technology

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I give permission for ACRPS to create/maintain a Google Workspace for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

_____
Full name of scholar

_____
Printed name of parent/guardian

_____ _____
Signature of parent/guardian Date

Google Workspace for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from scholars in connection with these accounts. Using their Google Workspace for Education accounts, scholars may access and use the following "Core Services" offered by Google (described at https://workspace.google.com/terms/user_features.html):

Core Services	Additional Services	
Assignments Calendar Classroom Cloud Search Drive and Docs Gmail Google Chat Google Chrome Sync Google Meet Google Vault Groups for Business Keep Migrate Sites Tasks	Applied Digital Skills Chrome Web Store CS First Google Alerts Google Arts and Culture Google Bookmarks Google Domains Google Earth Google Groups Google Maps Google My Maps Google News Google Photos Google Play Google Search Console	Google Translate Looker Studio Managed Google Play Material Gallery Search And Assistant Third-Party App Backups YouTube

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts, in its Google Workspace for Education Privacy Notice. You can read that notice online at https://workspace.google.com/terms/education_privacy.html You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?
When creating a scholar account, ACRPS may provide Google with certain personal information about the scholar, including, for example, a name, email address, and password. Google may also collect personal information directly from scholars, such as telephone numbers for account recovery or a profile photo added to the Google Workspace for Education account.

When a scholar uses Google core services, Google also collects information based on the use of those services. This includes:

- Account information, which includes things like name and email address.
- Activity while using the core services, which includes things like viewing and interacting with content, people with whom your scholar communicates or shares content, and other details about their usage of the services.
- Settings, apps, browsers & devices. Google collects information about your scholar's settings and the apps, browsers, and devices they use to access Google services. This information includes browser and device type, settings configuration, unique identifiers, operating system, mobile

network information, and application version number. Google also collects information about the interaction of your scholar's apps, browsers, and devices with Google services, including IP address, crash reports, system activity, and the date and time of a request.
- Location information. Google collects information about your scholar's location as determined by various technologies such as IP address and GPS.
- Direct communications. Google keeps records of communications when your scholar provides feedback, asks questions, or seeks technical support

The Additional Services we allow scholars to access with their Google Workspace for Education accounts may also collect the following information, as described in the Google Privacy Policy:

- Activity while using additional services, which includes things like terms your scholar searches for, videos they watch, content and ads they view and interact with, voice and audio information when they use audio features, purchase activity, and activity on third-party sites and apps that use Google services.
- Apps, browsers, and devices. Google collects the information about your scholar's apps, browser, and devices described above in the core services section.
- Location information. Google collects info about your scholar's location as determined by various technologies including: GPS, IP address, sensor data from their device, and information about things near their device, such as Wi-Fi access points, cell towers, and Bluetooth-enabled devices. The types of location data we collect depend in part on your scholar's device and account settings.

How does Google use this information?
In Google Workspace for Education Core Services, Google uses scholar personal information primarily to provide the core services that schools and scholars use, but it's also used to maintain and improve the services; make recommendations to optimize the use of the services; provide and improve other services your scholar requests; provide support; protect Google's users, customers, the public, and Google; and comply with legal obligations. See the Google Cloud Privacy Notice for more information.

Does Google use scholar personal information for users in K-12 schools to target advertising?
No. There are no ads shown in Google Workspace for Education core services. Also, none of the personal information collected in the core services is used for advertising purposes.
Some additional services show ads; however, for users in primary and secondary (K12) schools, the ads will not be personalized ads, which means Google does not use information from your scholar's account or past activity to target ads. However, Google may show ads based on general factors like the scholar's search queries, the time of day, or the content of a page they're reading.

Can my child share information with others using the Google Workspace for Education account?
We may allow scholars to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. For example, if your scholar shares a photo with a friend who then makes a copy of it, or shares it again, then that photo may continue to appear in the friend's Google Account, even if your scholar removes it from their Google Account. When users share information publicly, it may become accessible through search engines, including Google Search.

Will Google disclose my child's personal information?
Google will not share personal information with companies, organizations and individuals outside of Google except in the following cases:

With our school: Our school administrator (and resellers who manage your or your organization's Workspace account) will have access to your scholar's information. For example, they may be able to:

- View account information, activity and statistics;
- Change your scholar's account password;
- Suspend or terminate your scholar's account access;
- Access your scholar's account information in order to satisfy applicable law, regulation, legal process, or enforceable governmental request;
- Restrict your scholar's ability to delete or edit their information or privacy settings.

With your consent: Google will share personal information outside of Google with parental consent.

For external processing: Google will share personal information with Google's affiliates and other trusted third party providers to process it for us as Google instructs them and in compliance with our Google Privacy Policy, the Google Cloud Privacy Notice, and any other appropriate confidentiality and security measures.

For legal reasons: Google will share personal information outside of Google if they have a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary for legal reasons, including complying with enforceable governmental requests and protecting you and Google.

What choices do I have as a parent or guardian?
First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting your school's administrator. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to access personal information, limit your child's access to features or services, or delete personal information in the services or your child's account entirely. You and your child can also visit https://myaccount.google.com while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?
If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact your school's administrator. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the Google Workspace for Education Privacy Center (at https://www.google.com/edu/trust), the Google Workspace for Education Privacy Notice(at https://workspace.google.com/terms/education_privacy.html), and the Google Privacy Policy at https://www.google.com/intl/en/policies/privacy), and the Google Cloud Privacy Notice at (https://cloud.google.com/terms/cloud-privacy-notice).

The Core Google Workspace for Education services are provided to us under Google Workspace for Education Agreement (at https://www.google.com/apps/intl/en/terms/education_terms.html) and the Cloud Data Processing Addendum (as https://cloud.google.com/terms/data-processing-addendum).

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Parent/Guardian Acknowledgement and Agreement

This is to acknowledge that my child and I have received a copy of the 2026-27 Family-Scholar Handbook. We understand that it sets forth the terms and conditions of scholar enrollment, as well as the duties, responsibilities, and obligations of scholars. We understand and agree that it is our responsibility to read the Family-Scholar Handbook and to abide by the rules, policies, standards set forth within including the dress code and the school-family compact signed during the initial orientation process. We further understand that the Family-Scholar Handbook may be changed during the school year as necessary and that when we are notified of any changes, it is our responsibility to follow the revised policies. Moreover, we understand that, whether or not we sign below, we will nevertheless be expected to adhere to all policies contained in this Family-Scholar Handbook.

_____

School Name Printed

_____

Parent/Guardian Name Printed

_____

Parent/Guardian Signature **Date**

_____

Scholar Name Printed **Scholar Grade Level**

_____

Scholar Signature **Date**