Table of Contents

Welcome from the CEO 6
Aspire Public Schools Vision, Mission and Core Values 7
COVID-19 And School Reopening 8
School Operations And Attendance 9
   Enrollment 9
   Class Placement 9
   Foreign Exchange Students 9
   Parent/Family Contact Information 9
   Custody Orders, Power of Attorney or Caregiver Affidavits 9
   Telephones and Calls to Students 9
   Dress Code and Uniform policy 10
   Walking Home 11
   Rideshare Guidance 11
   Attendance 11
   Excused Absences 11
   Make-up Work 12
   General Tardiness 12
   Chronic Absenteeism 12
   Withdrawal due to Excessive Unverified Absences (AWOL) 13
   Truancy 13
Health and Welfare Policies 15
   Medication and Immunization Requirements 15
   Nutrition Services 16
   Home Hospital Instruction 16
   Emergency Medical Care 17
   Student Accident 17
   Contagious or Infectious Disease 17
   Suicide Prevention 17
   Type 2 Diabetes 18
Academics 19
   Academic Integrity 19
   Instructional Materials 20
   Required Restitution 20
   California Mathematics Placement Act 20
   Testing 20
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Life/HIV/AIDS Education</td>
<td>21</td>
</tr>
<tr>
<td>English Learners</td>
<td>21</td>
</tr>
<tr>
<td>Physical Education</td>
<td>26</td>
</tr>
<tr>
<td>Independent Study</td>
<td>26</td>
</tr>
<tr>
<td>Work Permit</td>
<td>27</td>
</tr>
<tr>
<td>Expanded Learning/Afterschool Programs</td>
<td>27</td>
</tr>
<tr>
<td><strong>Secondary Academics</strong></td>
<td>27</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>27</td>
</tr>
<tr>
<td>Diploma Pathways for Students With Disabilities</td>
<td>30</td>
</tr>
<tr>
<td>High School Commencement</td>
<td>31</td>
</tr>
<tr>
<td>Cal Grant Program for College</td>
<td>32</td>
</tr>
<tr>
<td>Concurrent Enrollment</td>
<td>32</td>
</tr>
<tr>
<td>Granting Credit from Non-Aspire schools</td>
<td>33</td>
</tr>
<tr>
<td>Secondary Grading</td>
<td>33</td>
</tr>
<tr>
<td>Retention and Acceleration</td>
<td>34</td>
</tr>
<tr>
<td>Drop Class Policy</td>
<td>36</td>
</tr>
<tr>
<td>Special Enrollment Circumstances: Over-Age Students</td>
<td>36</td>
</tr>
<tr>
<td><strong>Student Rights And Responsibilities</strong></td>
<td>37</td>
</tr>
<tr>
<td>Notice for Directory Information</td>
<td>37</td>
</tr>
<tr>
<td>Student Fees</td>
<td>38</td>
</tr>
<tr>
<td>Legally Authorized Fees and Prompt Payment</td>
<td>39</td>
</tr>
<tr>
<td>Married, Pregnant, Or Parenting Teens</td>
<td>39</td>
</tr>
<tr>
<td>Response to Immigration Enforcement</td>
<td>40</td>
</tr>
<tr>
<td>Parental Notification of Immigration-Enforcement Actions Policy</td>
<td>40</td>
</tr>
<tr>
<td>Responding to the Detention or Deportation of a Student’s Family Member</td>
<td>40</td>
</tr>
<tr>
<td>School Employee Code of Conduct with Students</td>
<td>41</td>
</tr>
<tr>
<td>Section 504 Plan</td>
<td>41</td>
</tr>
<tr>
<td>Special Education</td>
<td>41</td>
</tr>
<tr>
<td>Homeless Children and Youth (McKinney-Vento Reauthorization of 2002)</td>
<td>43</td>
</tr>
<tr>
<td>Foster Children and Youth</td>
<td>43</td>
</tr>
<tr>
<td>Social-Emotional School Counseling Programs</td>
<td>43</td>
</tr>
<tr>
<td>Extra-curricular Involvement</td>
<td>44</td>
</tr>
<tr>
<td><strong>Student Behavior and Discipline</strong></td>
<td>45</td>
</tr>
<tr>
<td>Notice of Regulations</td>
<td>45</td>
</tr>
<tr>
<td>Positive Behavior Support Systems</td>
<td>45</td>
</tr>
<tr>
<td>Behavior Management Cycle</td>
<td>46</td>
</tr>
</tbody>
</table>

21-22  Student and Family Handbook
Behavior Expectation Guidelines
Alternatives to Suspension
Behavior Contracts
Suspension
Expulsion
Suspension and Expulsion of Students with Special Needs: Manifestation Determination

Safety Policies
Closed Campus
Harassment and Bullying Policy
Response to Hate Crimes and Bullying
Sexual Harassment
Transgender Harassment
Gender Diverse Student Supports
Visitor Policy
School Jurisdiction: Agency and Police Interrogation
Prohibited items and banned substances
Emergency Preparedness at Aspire Public Schools
Child Abuse Reporting

Aspire Family Engagement, Rights and Responsibilities
School-Home communication
Family Engagement Activities
Volunteers
Volunteer Drivers
Non-Discrimination and Title IX Policy
Aspire Student Data Privacy Policy
USDA Civil Rights Statement
Every Student Succeeds Act Notification
Public Meeting Notice
Know Your Rights
Collecting and Retaining Student Records
Inquiries About Social Security Numbers or Cards
Procedures Regarding Information Sharing
Annual Information Notice to Parents and Guardians General Information Policy
Responding to the Detention or Deportation of a Student’s Family Member
Parental Notification of Immigration-Enforcement Actions
Responding to On-Campus Immigration Enforcement
Directory Information Policy
WELCOME FROM THE CEO

Dear Aspire Families,

From all of us at Aspire Public Schools, welcome to the 2021-22 school year! After a year spent primarily apart, we are thrilled to invite our scholars back to campus with open arms.

This past school year, the Aspire community came together with profound compassion, resilience, and focus. I remember the excitement as many of our kindergarten scholars set foot on campus for the first time ever in the spring, thrilled for their very first day of school in spite of the additional safety protocols. I watched our high-schoolers support each other in the classroom as they grappled with an online math lesson, and celebrated our graduating seniors and their families as they achieved the incredible milestone of high school graduation under such unique circumstances. We are reminded daily that when we come together, learning and joy will prevail, even in the most challenging of times. Partnership with you -- our Aspire families -- is central to this joy. Thank you for trusting us to be part of your scholar’s journey!

This year we will continue to root ourselves in our Aspire Core Values: Joy, Bienestar (Well-being), Culture of Belonging, Agency + Self-determination, and Community Partnership. These Core Values were borne from hundreds of community conversations that included families, scholars, and Aspire teammates, and are a beautiful reflection of our community and what we stand for in every moment. You will see these Core Values in the pages that follow, in your child’s classroom, on our school campuses, and in all the work we will take on together in this next school year.

This year, almost 16,000 scholars across the state of California will learn and grow with Aspire. And while the challenges of the last year are still with us, we are actively reimagining aspects of teaching and learning, including safety, mental health and social wellbeing, academic acceleration, and how we can best support the evolving needs of every one of our scholars. Through it all, we remain committed to ensuring that every child has a future filled with promising choices.

To those families who are returning, welcome back! And to those families who are just joining us, welcome to the Aspire family! Thank you for your partnership, and let’s have a wonderful year!

With gratitude,

Mala Batra
Aspire Public Schools CEO
ASPIRE PUBLIC SCHOOLS VISION, MISSION AND CORE VALUES

Aspire Vision
Every student is prepared to earn a college degree.

Aspire Mission
To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:
- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward-thinking educators, and
- Catalyze change in public schools.

Aspire Core Values

Aspire Public Schools’ Non-Discrimination Statement:
Aspire Public Schools does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/pregnancy/parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one of more of these actual or perceived characteristics. For questions or complaints, contact Title IX Officer:

Regional Director of Student Services or Designee
1001 22nd Ave
Oakland, CA 94606
510-434-5000
BA_TitleIX@aspirepublicschools.org
COVID-19 AND SCHOOL REOPENING

A Return to In-Person Learning for SY 2021 - 2022

Given updated state guidance and data, comprehensive safety measures and protocols in place, and a renewed sense of Bienestar (Well-being) from our scholars and families, all Aspire schools will fully reopen for in-person instruction to begin the 21-22 school year. There are two primary reasons for this decision:

1. **In-person instruction is safe**: Our robust health and safety protocols have been successfully implemented across our campuses throughout the spring. To maximize the safety of our school communities, we will continue to follow and update said measures and protocols per state regulations throughout the school year.

2. **In-person instruction is best for our scholars**: Like many experts in education and pediatrics, we recognize the benefits of in-person instruction, not only for our scholars’ core academic success but also their mental health and social-emotional needs. Our Acute Needs Programs - which were implemented in the Spring of 2021 at all Aspire campuses - have further shown the benefits of reopening and returning to in-person instruction.

We are certain that a return to full-time, in-person instruction is in the best interest of our communities. Therefore, in alignment with the preference of the vast majority of our families, we will provide full-time, in-person instruction to all of our families next year to the greatest extent possible. We recognize, however, that some of our families may prefer to remain in Distance Learning. It is therefore our intent to also offer a temporary Distance Learning option to families who may prefer it, through Independent Study, for at least the beginning of the 2021 - 2022 school year. Our ability to offer this Distance Learning option will depend on any additional, forthcoming State requirements. We will continue to monitor COVID-19 public health data and related state guidance throughout the year, and make adjustments as appropriate. For ongoing information and resources, please visit our Aspire Public Schools website at www.aspirepublicschools.org.

Regional Director of Student Services or Designee
3311 E. Morada Lane
Stockton, CA 95212
209-647-3047
CV_TitleIX@aspirepublicschools.org

Regional Director of Student Services or Designee
5901 E. Slauson Avenue
Commerce, CA 90040
323-837-9920
LA_TitleIX@aspirepublicschools.org

8
21-22 Student and Family Handbook
SCHOOL OPERATIONS AND ATTENDANCE

ENROLLMENT
Parents of all enrolled students will receive an Acceptance letter and either an Enrollment Confirmation form or Registration Packet; enrollment is not considered complete until that Enrollment Confirmation Form or Registration Packet has been completed and returned. Failure to return the Enrollment Confirmation Form or Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist.

Before new students can be enrolled, current families are asked to complete a Re-Enrollment Form, indicating whether they plan to return the following school year.

CLASS PLACEMENT
Class placements are carefully considered and created at Aspire Public Schools, with a goal of balancing classes based on a variety of factors. Parents are welcome to submit a letter describing their child’s learning styles and interest, but parent requests for specific teachers are not accepted.

FOREIGN EXCHANGE STUDENTS
Aspire Public Schools does not accept or enroll foreign exchange students.

PARENT/FAMILY CONTACT INFORMATION
Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office. **Student may only leave campus with an adult whose name is listed on the emergency contact information.**

CUSTODY ORDERS, POWER OF ATTORNEY OR CAREGIVER AFFIDAVITS
We recognize that all families are unique. If you have family situations which involve specific custody or other legal documents, please let the school know so that we can support your child and family.

TELEPHONES AND CALLS TO STUDENTS
The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action. If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office. **Only emergency messages will be relayed.** As appropriate, the office staff and administration will determine if a message is an emergency.
**Dress Code and Uniform Policy**
Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school’s uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student’s name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

The purpose of uniform dress at the school is:
- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student’s chest and midriff. Bottoms must cover a student’s hips and buttocks. All clothing must be worn in the student’s appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

**Casual/Free Dress Days**
“Casual Dress” means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

**Walking Home**
It is in our best interest to keep students safe when they are dismissed from school. If your child is 12 years or younger and will be walking home after dismissal you will need to complete a Parent Permission form to Walk Home.

Guidelines for student walking home
- Any student 12 years of age or younger must have a signed parent permission form if they walk home from school.
- Any student in grades 1 – 3 must walk home with an older sibling or family member with permission.
- Students in grades 4 and higher can walk home alone.
- Parent Permission to Walk Home form must be signed annually.
● Student who has been approved to walk home alone must sign-out daily
● Transition Kindergarten/Kindergarten students are not approved to walk home alone, including with an older sibling, and they must be picked up by an approved adult (all approved adults must be listed on the student’s emergency card).

RIDESHARE GUIDANCE

Aspire does not recommend using rideshare services such as Lyft and Uber for student drop-off and/or pick-up. Unaccompanied minors are currently prohibited from traveling in Lyft or Uber per those companies own policies.

Aspire does not have a relationship or program with any ridesharing services and will not screen, monitor, or otherwise review or assess the safety of any ridesharing service or any ridesharing driver or vehicle.

If you allow your child to be dropped off or picked up at school by a ridesharing service, you expressly acknowledge that the school and its employees have no responsibility for your decision and have no responsibility or liability to you or your child related to the ridesharing service.

ATTENDANCE

Aspire Public Schools (APS) believes that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. **Regular attendance is also preparation for entry into the world of employment.** All students and parents are accountable for regular class attendance and daily assignments.

Daily Attendance and Participation in Activities
Students must attend school on the day of a school activity or event in order to participate. Students who do not attend school the day of a school activity or event, even if the event is in the evening may be denied the privilege of attending school activities or events on that date.

EXCUSED ABSENCES

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if 1) the reason for the absence is listed below and 2) the absence is communicated to the school within 5 days of the absence: [Education Code § 48205(a) and § 48205(c)]

1. Due to the pupil’s illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of the pupil’s immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil’s religion, attendance at religious retreats (for purposes of this section, attendance at religious retreats shall not exceed four hours per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For the purposes of attending the pupil’s naturalization ceremony to become a US Citizen.

**MAKE-UP WORK**

Students who are absent from school for any of the excused reasons stated under “Excused Absences,” as well as suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. [Education Code § 48205]

**REFERENCE:** Board Policy 7013 Make-up Work

**GENERAL TARDINESS**

Any student who arrives to school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered “tardy.” Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and or when the opening class bell has rung are also considered “tardy.”

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school, including, but not limited to those described in the following section.

**CHRONIC ABSENTEEISM**

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence (Education Code 60901). Students with such an excess of absences will be notified in writing of the official verification requirement.
Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester to a failing grade for their courses at the marking period (grade of “F” or “NC”). [Education Code § 49067]

Students with excessive absences may be referred to the school’s Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include weekly study hall.

**Withdrawal due to Excessive Unverified Absences (AWOL)**

Students not in attendance due to unexcused absences for at least ten (10) consecutive days with no prior notice or without a response to calls, certified letters, or the truancy process may be disenrolled from the school. Aspire shall create a process for communication with families who meet the above seat abandonment criteria.

Students disenrolled for the above reason may be placed on the waiting list and readmitted on a space available basis.

**Truancy**

A student is considered truant when the student is:

- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

Truancy is for unexcused absences not cleared within 5 days. To avoid truancy, please always inform the office if your child’s absence or tardy is for an excusable reason as defined above.

**Notifications of Truancy**

If your child is classified as truant under the California Education Code, you will receive notification from the school that includes information required by the state. The first notification will come to you once your child has accrued three truancy events. Please reach out to the school on this first notification, as it will allow the school to work with you in support of your child’s attendance. You will receive additional notifications after six and then again after seven total truancy events. [Education Code §§ 48260, 48261, 48262]

**First Notification of Truancy or Excessive Absences**

- Letter #1 sent regular and/or delivery confirmation mail when a student has accrued three (3) truancy events.
- Student may be assigned, with or without parent consent, to the school’s truancy abatement program, including, but not limited to Weekend Makeup School.

**Second Notification of Truancy or Excessive Absences**

- Letter #2 sent regular and/or delivery confirmation mail.
- A student must be notified a second time once they have accrued at least six (6) truancy events.

---

1 Not applicable to Foster Youth as defined by EC 48853.5 (a) and Homeless Youth as defined by Section 11434a(2) of Title 42 of the United States Code.

13

21-22  Student and Family Handbook
● Student may be assigned, with or without parent consent, to the school’s truancy abatement program.

Notification of Determination of Habitual Truancy and SART
Once your child has received a third notification of truancy after accruing a seventh truancy event, the California Education Code identifies your child as a habitual truant. At this point, the school is required to hold a School Attendance Review Team (SART) meeting with you. At that meeting an attendance contract, including supports, will be discussed and signed and your child will be assigned to the school’s truancy abatement program. [Education Code §§ 48260, 48261, 48262]

Notification of Determination as an Habitual Truant
● Letter #3 sent regular and delivery confirmation mail. In addition, a parent may be asked to sign the letter in person.
● A student must be notified a third time once they have accrued a seventh (7) truancy event. Student is identified as a Habitual Truant.
  ● SART meeting held with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
  ● Student will be assigned, with or without parent consent, to the school’s truancy abatement program.
  ● If the parent and/or guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire Student Attendance Review Board (SARB).

The school’s SART will consist of:
● The principal;
● The student’s teacher from the school in which the student is enrolled; and
● Other relevant members, such as another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

Notification of Continued Truancy and Referral to Aspire SARB
Once a student reaches an 8th truancy event, you will receive notification that the student has been referred to the Aspire Student Attendance Review Board process, which is a final attempt to help resolve truancy issues before more stringent consequences are considered, including, but not limited to: referral to the District Attorney. [Education Code §§ 48260, 48261, 48262]

Notification of Continued Truancy – Referral to Aspire SARB
● Letter #4 sent regular and registered delivery confirmation mail from the Regional Office. In addition, a parent may be asked to sign the letter in person.
● A student must be notified a fourth time once they have reached an eighth (8) truancy event.
● Principal refers student to Aspire SARB with required attachments.
● Student will be assigned, with or without parent consent, to the school’s truancy abatement program, including, but not limited to Weekend Makeup School.
● If the parent fails to respond within 10 days or attend the scheduled conference, the matter may be referred to the District Attorney’s office and other appropriate actions.
The APS SARB will consist of:
  ● The school principal or their administrative designee;
  ● A teacher from the school in which the student is enrolled;
  ● The CEO’s designee from the Aspire Home Office; and
  ● Other relevant members, such as local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

HEALTH AND WELFARE POLICIES
MEDICATION AND IMMUNIZATION REQUIREMENTS

Students who do not comply with the vaccination requirements shall be excluded from school, meaning, ‘No shots, no school’ (Health and Safety Code Section 120335). State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the California Department of Public Health. As of January 1, 2016, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into school in California. If you have a previous personal belief exemption, please reach out to your school to discuss next steps. Students may be exempted from this requirement for medical reasons only. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability. Beginning in January 2021, the state will be collecting medical exemptions electronically. After January 2021, all medical exemptions must be submitted electronically directly into the California Immunization Registry utilizing a standard form (SB 276 and SB 714).

Students who do not comply with the requirements shall be excluded from school. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child’s immunization record and/or admission status, please contact your child’s school.

Medication
If your child needs to take any prescription medications, you must have:
  1) a doctor’s written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such mediation, and
  2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

COVID Vaccine
We strongly recommend and encourage students to get the COVID-19 vaccine as it becomes available to their age group.

For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to
take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container (Education Code 49423).

**REFERENCE:** Board Policy 6006 Administering Medications and Monitoring Health Conditions

**Nutrition Services**

Aspire Public Schools offers several meal programs under the United States Department of Agriculture (USDA), such as the School Breakfast Program (SBO) and National School Lunch Program (NSLP). In addition to breakfast and lunch, many of our schools participate in the Child & Adult Care Food Program (CACFP), which provides After School supper meals. All students can participate in the meal program.

(Only applicable to Aspire Public Schools Bay Area and Central Valley) Families must continue to fill out annual household meal application in order to qualify their students for free or reduced-priced meals. Eligibility is based on Federal Income Eligibility Guidelines. It is highly encouraged that families fill out an application to apply for benefits during the first week of school, but applications can be submitted at any time during the school year. All applications are processed by the Nutrition Department and are strictly confidential. Students who meet federal eligibility criteria for free or reduced priced meals will be provided one nutritionally adequate free or reduced-price meal each school day. [AB 1871, Education Code 47613.5]. Students who have not turned in an application, or who do not qualify to receive free or reduced price meals, will be required to pay the full price for meals or they may bring a meal from home. Students must present their student I.D. in order to obtain a school meal.

Provision 2 Program (P2)- No Charge to Students (only applicable to Aspire Public Schools Los Angeles)

Provision 2 is an option provided by the USDA to ensure that students have greater access to healthy school meals, providing meals at no charge to all students. It is a four-year cycle, starting with a base year where all families are asked to submit meal applications. Schools will no longer collect meal applications during non base years. Families may be asked to complete an alternative household income data collection form for LCFF funding purposes only. All Aspire schools in the Los Angeles Region participate in the Provision 2 program. Students must present their student I.D. in order to obtain a school meal.

Student Wellness Policy: All stakeholders are able to participate in the development, review, update and implementation of the local School Wellness Policy. A copy of our Student Wellness Policy may be found on the Aspire Public Schools website at [www.aspirepublicschools.org](http://www.aspirepublicschools.org)

**REFERENCE:** Board Policy 5001 Free and Reduced Price Meals

**Home Hospital Instruction**

The purpose of Home and Hospital Instruction (HHI) is to provide instruction to a student with a temporary disability in the student’s home or in a hospital or other residential health facility, excluding

16

21-22  Student and Family Handbook
state hospitals. The temporary disability must make attendance at Aspire impossible or inadvisable. Home & Hospital Instruction for a student with a temporary disability and/or illness is also available through the district of residence where the student is hospitalized or in the home recuperating and should the student choose that option that they may remain dually enrolled in Aspire during that time to maintain their enrollment with Aspire. Please reach to your school’s main office if you would like to discuss HHI for your student.

**Emergency Medical Care**

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

**Student Accident**

Aspire is committed to the safety of all students while they are in school. However, student accidents may occur during the school day. These situations are unfortunate and we try our best to support the student and family when these accidents occur.

Student accidents are documented and reported to our insurance. The school will also provide families with a claim form for accidents that are considered “severe”. If your child has an accident at school that you consider severe and would like to submit a claim, please contact your school’s Business Manager as soon as possible.

All required documentation must be submitted in order to process a claim.

Steps to submit a student accident claim:

1. School fills out top portion of claim form and gives to parent
2. Parent fill out and completes claim form
3. Parent provides documentation that is requested on the claim form:
   a. Itemized bill
   b. Explanation of Benefits from your insurance
   c. or Statement of No Insurance
4. Parent submit completed claim form along with supporting documents to insurance (school can assist if needed/requested)

**Contagious or Infectious Disease**

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist.

**Suicide Prevention**

Aspire recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, Aspire has developed prevention strategies and intervention procedures, which are outlined in Aspire Public Schools’ Suicide Prevention Policy (Education Code 215).

**Reference:** Board Policy 8022 Suicide Prevention

17
21-22 Student and Family Handbook
**TYPE 2 DIABETES**
Pursuant to California Education Code Section 49452.7, the below type 2 diabetes information is required to be shared to parents and guardians of incoming seventh grade students:

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body’s cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body’s cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

**Risk Factors Associated with Type 2 Diabetes**

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

**Risk Factors**

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body’s ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

**Warning Signs and Symptoms Associated with Type 2 Diabetes**

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments
Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child’s age, weight, and height. A doctor can also request tests of a child’s blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available
- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

ACADEMICS

ACADEMIC INTEGRITY
Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

Consequences for Violating Academic Integrity
1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of “F” or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

**REFERENCE:** Board Policy 8043: Academic Integrity Policy

**INSTRUCTIONAL MATERIALS**
All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

**Textbooks and Materials**
Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, technology or other school materials issued to them, including library books (Education Code 60411).

**REQUIRED RESTITUTION**
Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school. [Education Code § 48904(b)]

**CALIFORNIA MATHEMATICS PLACEMENT ACT**
In accordance with the California Mathematics Placement Act of 2015 (Education Code 51224.7), Aspire Public School has adopted the “Enhanced Pathway” in the California Mathematics Framework, 2013 as it allows students to develop a solid foundation on key middle school mathematical concepts, and also gives students time to make key choices on their mathematics pathway. For additional information, please visit www.aspirepublicschools.org.

**REFERENCE:** Board Policy 7010 Mathematics Placement Policy

**TESTING**
California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards (Education Code 60640-60649 C). These include, but are not limited to, the:
- Smarter Balanced Achievement Consortium Tests in grades 3 – 8 and 11
- CA English Language Proficiency Assessment (ELPAC) for English Learners in K-12
- California Science Test (CAST) in 5, 8, and at least one high school grade
- California Alternative Assessment (CAA) for students who qualify based on disability
- Additional benchmark and interim tests are administered for internal Aspire purposes including an internal reading diagnostic assessment
Other federal, state and local tests as required

**Family Life/HIV/AIDS Education**

In accordance with AB-2601 and the California Healthy Youth Act (CHYA), the Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility. Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school. [Education Code § 51934]

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

**Reference:** Board Policy 7014 Sexual Health and HIV/AIDS Prevention Instruction

**English Learners**

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. The English Language Proficiency Assessments for California (ELPAC) is California’s designated test of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to students who have been identified previously as English learners.

State law (California Education Code [EC] sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that schools administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English as an IA, and (2) students who are English learners as an AA. For California’s public school students, this test is the ELPAC. The ELPAC has three purposes:

1. To identify students who are limited English proficient (LEP)
2. To determine the level of English language proficiency of LEP students
3. To assess the progress of LEP students in acquiring the skills of listening, speaking, reading, and writing in English

At the time of initial enrollment, a home language survey is used to determine the student’s primary language. (5 CCR 11307) Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test, shall be assessed for English-language proficiency using the state-designated instrument English Language Proficiency Assessments for California (ELPAC). (5 CCR 11511)

21
21-22 Student and Family Handbook
All students shall have sufficient time to complete the ELPAC as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student’s individualized instruction plan (IEP) or Section 504 plan that are appropriate and necessary to address the student’s individual needs. (5 CCR 11516.5)

Reclassifying and Initially Classifying English Learners
The ELPAC assesses student performance in the following areas: Listening, Speaking Reading and Writing. In order to be reclassified as fluent English proficient, as indicated in the following chart, students must: (1) meet an ELPAC minimum score; (2) meet a minimum Lexile range; (3) receive a grade of a C or better in ELA or a teacher recommendation; and (4) obtain parent approval:

Table 1: Aspire’s RFEP Policy for General Education Students

<table>
<thead>
<tr>
<th>Policy for Reclassifying and Initially Classifying English Learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The policy for reclassifying and initially classifying students is divided into four parts:</td>
</tr>
<tr>
<td>1. Relassifying general education students</td>
</tr>
<tr>
<td>2. Reclassifying students with mild to moderate disabilities</td>
</tr>
<tr>
<td>3. Reclassifying students with moderate to severe disabilities (i.e., students who are on an alternative curriculum).</td>
</tr>
<tr>
<td>4. Initially classifying all students</td>
</tr>
</tbody>
</table>

Table 1: Aspire’s RFEP Policy for General Education Students

<table>
<thead>
<tr>
<th>Criteria 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of English Language Proficiency</td>
</tr>
<tr>
<td>● Overall score of Level 4 on Summative ELPAC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Evaluation</td>
</tr>
</tbody>
</table>

**K-5/6**
For EL students in Grades K-5/6 to meet the teacher evaluation criterion for reclassification, the students must receive ELA progress report card composite scores of 2 or above.

**Grades 6-12**
For EL students in Grades 6-12 to meet the teacher evaluation criterion for reclassification, the students must receive grades of C or better in English or a course for Long-Term English Learners (LTEls). The following courses qualify for reclassification:

- Grade-level English
- Academic ELD (UC approved)
**ELD Course Offerings**
- A credit recovery or Adult school English Course
- LTEE course grade of C or better
- (B credit courses only)

If an EL student has met the ELPAC and grade-level skills criteria for reclassification and not the ELA progress mark/grades, the student must be referred to the Student Support Team (SST) for a possible reclassification recommendation.

### Criteria 3
**Parent Opinion and Consultation**
- Parent agrees that student should be reclassified (Parent consultation must be documented)

### Criteria 4
**Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.**

**TK-5**
- Benchmark or Above Benchmark on (BOY), Middle of Year (MOY) or End of Year (EOY) mCLASS (K-2)
- Below Grade Level (Level 2) or higher on STAR Ren (2-5)
- Nearly Met (Level 2) on i-Ready ELA (3-5)
- Nearly Met level (Level 2) or higher on the ELA SBAC (3-5)

**6-12**
- Nearly Met level (Level 2) or higher on the ELA SBAC (6,8,11)
- Below Grade Level (Level 2) or higher on STAR Ren* (6-12)
- Nearly Met (Level 2) on i-Ready ELA (6-8)
- Nearly Met on (Level 2) on MAP ELA (9-11)

*STAR to sunset after Dec, 2021*

---

**Table 2: Aspire’s Redesignated Fluent English Proficient Policy for Students with Disabilities**
(Students on the Common Core Curriculum - i.e, students who would still take SBAC)

### Criteria 1
**Assessment of English Language Proficiency**
- The IEP team must meet, in the context of an in-person IEP meeting, to discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind...
that the student’s performance in basic skills may be impacted by his/her/their disability. If a student has in his/her/their IEP that he/she/they do not need to take a section of the ELPAC, then the IEP teams should consider only the sections the student did take in reclassification.

Criteria 2
Teacher Evaluation

- Case Manager and ELA/ELD coordinator agrees the student should be reclassified based on classroom evidence of academic performance
- Case Managers need to schedule designated time with the ELD coordinator, in advance of the RFEP window, to discuss any students that may be eligible for reclassification. IEP meetings need to be scheduled in advance of the RFEP window in collaboration with the ELD coordinator.

Criteria 3
Parent Opinion and Consultation

- Parent has the opportunity to provide input and agreement or disagreement regarding reclassification in the IEP meeting when reclassification is discussed.

Criteria 4
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

- The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.

1. Has the student made progress on the ELA SBAC (Level 2) or higher?
2. Did the student score in the average range on the STAR Ren like that of an English Only student with a similar disability?
3. For grades TK-2, did the student score Benchmark or Above Benchmark on (BOY), Middle of Year (MOY) or End of Year (EOY) DIBELS 8?
4. Is there current assessment data (within a year or less) that compares the basic skills of students with disabilities to native speakers of English with similar disabilities of the same grade or age level to determine sufficient mastery of the basic skills for reclassification (ex:
5. Has the student been given some sort of receptive/expressive Picture Vocabulary Measure?

Utilize the IEP File Review for RFEP Student to assist with decision making

Table 3: Aspire’s Redesignated Fluent English Proficient Policy for Students with Disabilities (Students on an Alternative Curriculum - i.e, students who would take CAA instead of SBAC)

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Assessment of English Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>VCCALPS</strong> assessment with a score of 49 or above</td>
<td></td>
</tr>
<tr>
<td>- <strong>Alternative ELPAC:</strong> Aspire Public Schools will adhere to the state of California’s scoring guidance as they are released in 2021.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria 2</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Education Specialist agrees the student should be reclassified based on evidence of academic performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria 3</th>
<th>Parent Opinion and Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they disagree that the student be reclassified</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria 4</th>
<th>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability.</td>
<td></td>
</tr>
<tr>
<td>- ELA CAA Scores</td>
<td></td>
</tr>
<tr>
<td>- Basic Skills assessment used in IEP testing (i.e., OWLs, WJ or WIAT)</td>
<td></td>
</tr>
</tbody>
</table>
- Language dominance test
- Picture Vocabulary Acquisition Test

Structured English Immersion (SEI) Program
Aspire Public Schools offers a Structured English Immersion Program. The Structured Immersion Program is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school’s EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school’s EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

REFERENCE: Board Policy 7012.3 Aspire English Learner Reclassification Criteria

PHYSICAL EDUCATION
The school’s physical education programs shall be based on research, consistent with the expectations established in the state’s curriculum frameworks and content standards (Education Code 51222). Nutrition education shall be provided as part of the health education program in grades 6-12 and, as appropriate, shall be integrated into other academic subjects in the regular educational program (Education Codes 49500-49505, 49510-49520).

Opportunities for physical activity shall be provided through physical education, athletic programs, and other structured and unstructured activities.

REFERENCE: Board Policy 8004 Wellness Policy

INDEPENDENT STUDY
Independent Study is an instructional strategy that responds to a student’s individual needs. It is an alternative to classroom instruction consistent with Aspire’s course of study and is not an alternative curriculum.

Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.
Permission to grant Independent Study is up to the discretion of the principal. For pupils in all grade levels, if the pupil is on independent study for 3 or more weeks, failure to complete (3) assignments during the IS period will result in the Principal or his or her designee to conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator Principal as to whether he or she should be allowed to participate in the program again. The maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be (5) school days, unless otherwise extended by the supervising teacher. No student with exceptional needs may participate in Independent Study unless the Individualized Education Program (IEP) specifically provides for participation.

REFERENCE: Board Policy 7004 Independent Study

WORK PERMIT

Upon obtaining an offer of employment and prior to accepting employment, minor students shall obtain work permits from the Principal or designated school administrator in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session (Education Codes 49110-49119). The request for a work permit shall be submitted to the Principal or designated school administrator on a form approved by the CDE. Students granted work permits must demonstrate and maintain a 2.0 GPA and satisfactory school attendance.

EXPANDED LEARNING/AFTERSCHOOL PROGRAMS

Aspire Public Schools’ expanded learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities (Education Code 35179, 48930-48938). Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun. If you have questions about your school’s afterschool program, please contact the school office.

SECONDARY ACADEMICS

GRADUATION REQUIREMENTS

California Education Code Section 51225.3 specifies that students must pass a minimum set of requirements to graduate from high school. Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below with a D- or above; to be eligible for UC and CSU admissions, all a-g credits must be passed with a C- or higher. In some cases such as UC validation, college credits, etc., Aspire graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admissions and scholarships.
<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. History/Social Sciences</td>
<td>20</td>
<td>1 year of World History and 1 year of US History</td>
</tr>
<tr>
<td>B. English</td>
<td>40</td>
<td>Emphasis in Literature &amp; Composition.</td>
</tr>
<tr>
<td>C. Mathematics</td>
<td>30</td>
<td>Courses must be taken in grades 9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommended sequence: Integrated Math 1, Integrated Math 2, and Integrated Math 3. UC validation rules are in effect but 30 credits must still be earned. 4 years recommended.</td>
</tr>
<tr>
<td>D. Laboratory Science</td>
<td>20</td>
<td>In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended.</td>
</tr>
<tr>
<td>E. World Languages</td>
<td>20</td>
<td>Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned.</td>
</tr>
<tr>
<td>F. Visual &amp; Performing Art</td>
<td>10</td>
<td>The 10 credits must be in the same UC a-g art discipline (music, dance, theatre, visual art, interdisciplinary art)</td>
</tr>
<tr>
<td>G. Electives</td>
<td>40</td>
<td>Courses can be additional credits in any of the UC a-f courses listed above, or in courses approved for the UC/g elective category.</td>
</tr>
<tr>
<td>US Government and Economics</td>
<td>10</td>
<td>1 semester each of US Government &amp; Economics. US Government and Economics are CA State requirements and do not need to be UC a-g approved courses.</td>
</tr>
<tr>
<td>Advisory</td>
<td>20</td>
<td>Students must enroll in and pass advisory every semester, every year. Schools will vary in offering</td>
</tr>
</tbody>
</table>
half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher.

| Total | 210 |

All students must earn a D- or better for credit. Credit is earned for grades of D- or higher only. Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 210 credit requirement.

Students must be enrolled in a minimum of 240 instructional minutes per school day (Education Code 46144, 46146).

The a-g requirements are the minimum requirements for admission into the California State University (“CSU”) or University of California (“UC”) system.

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above, must also complete the following:

<table>
<thead>
<tr>
<th>Exhibitions</th>
<th>Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. 12th Grade Exhibition must be a Post-Secondary Success Plan (PSSP).</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Units</td>
<td>Students must take at least 3 college courses, for a total of at least 9 college Units, which translates to at least 30 high school credits with a passing grade of D- or better.</td>
</tr>
<tr>
<td>College Entrance Exams</td>
<td>Students must apply for and take at least one of the prescribed college entrance examinations.</td>
</tr>
<tr>
<td>College Applications</td>
<td>Students who are UC- or CSU-eligible must apply to three 4-year colleges. Students who are not UC- or CSU-eligible must apply to one 4-year college to learn the application process.</td>
</tr>
<tr>
<td>College Financial Aid</td>
<td>Students must apply to at least one (1) scholarship and/or complete the FAFSA or Dream Act application.</td>
</tr>
</tbody>
</table>
Grade Point Average

Students must maintain a cumulative weighted grade-point average of 2.0 or higher.

Students must be enrolled in a minimum of 240 instructional minutes per school day (Education Code 46144, 46146).

Foster Youth:
To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics (if required by State law), complete all courses required by Aspire Public Schools, and fulfill any additional graduation requirement prescribed by the Board (Education Code 51225.3 and 49701).

Graduation Waiver
Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more requirements in order to accomplish specific academic goals not possible within the required program (Education Code 60851, 60859).

Early Graduation
Aspire Public Schools handles early graduation case-by-case, and must be brought to school administration in the Fall of 11th grade. In the situation where a student’s early graduation case is accepted, the 11th grade SBAC assessment must still be administered.

Retroactive Diplomas
The governing board of Aspire Public Schools has the authorization to retroactively grant a high school diploma to a pupil who has departed California against his/her/their will, and, at the time of their departure, was enrolled in grade 12 and in good academic standing at the time of his/her/their departure (Education Code 51430).

DIPLOMA PATHWAYS FOR STUDENTS WITH DISABILITIES
The IEP team makes the determination about the student’s graduation requirements for a diploma based on the student’s individualized needs, consideration of Aspire graduation requirements, and a baseline of California state requirements (Education Code 56390-56392).

Federal Special Education law (IDEA) states that Individual Transition Plan development must begin for students no later than age 15. At Aspire, the expectation based on best practice is that the ITP development begins for every student in 9th grade, even if they are not yet 15.

(Note that for Aspire Public School schools in LAUSD, the district requires transition plans to be developed no later than age 14.) Aspire IEP teams will include discussion, decisions and documentation in Individual Transition plans that describe the student’s requirements to obtain a diploma starting in 9th grade, and at every IEP meeting, at least annually.

30
21-22 Student and Family Handbook
The requirements will be reviewed and updated as needed each year which will include a review of the student’s graduation progress, their individual needs and area of impact of their disability. The team may consider whether it is appropriate and necessary to eliminate/alter an Aspire graduation requirement if it is an area that is directly impacted by the student’s disability. California state requirements for obtaining a diploma cannot be eliminated.

Administrative Regulation 6145.4 describes the process that the team must follow for preparation, discussion and documentation. Please note: Driven by the guidelines of the Least Restrictive Environment as well as equity and access for students with disabilities; the alteration or elimination of graduation requirements should be used with high discretion and in rare circumstances.

Certificate of Completion
There may be cases where a student completes high school with a Certificate of Completion (this is determined by their IEP team and potentially applicable to a range of disabilities) (Education Code 56390-56392). Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma – whichever comes first. A team may decide to grant a student a Certificate at any point from the time they complete senior year – through age 22.

There are many reasons this may happen:

- To honor a student’s “completion” with their same aged peers – have them participate in graduation activities, including receiving a Certificate. They still have the option to continue with us a 5th year and beyond until age 22.
- A student may opt to leave us with a Certificate at age 18 and matriculate into a post-secondary program. (they do not have to stay in high school until age 22, and they can enroll in many post-secondary programs with a COC, including 2 year colleges, some specialized programs at 4 years, job training, etc).

These paths are individualized based on the student’s transition plan and what is best for them.

**HIGH SCHOOL COMMENCEMENT**

Earning a Diploma
A student can only earn a diploma from an Aspire school once he or she has done the following:

- Completed all graduation requirements with regard to classes and credits.

Any student who has not met all credit requirements by the date of graduation must complete all units by August 15th of his/her graduation year in order to earn a diploma from an Aspire school. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from a non-Aspire school.

Commencement Ceremony Participation Requirements
A student may participate in his/her school’s commencement ceremony if one of the following is true:

1. the student has met or is on track to meet all of the school’s graduation requirements with regards to classes and credits, and met all of the school’s commencement ceremony requirements (Education Code 51228);
2. the student is deficient 10 or less credits, has met all of the school’s commencement ceremony requirements), and has signed up to make up the credits the summer immediately following graduation; and/or
3. A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal’s discretion and with the approval of the regional Superintendent and/or designee (Education Code 48904).

Per Education Code 35183.1, Aspire students may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment, as defined, at school graduation ceremonies.

**CAL GRANT PROGRAM FOR COLLEGE**
A Cal Grant is money for college that does not have to be paid back (Education Code 69432.9). To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent/private and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student’s GPA will be submitted to the California Student Aid Commission (“CSAC”) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student’s GPA.

Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student.

Home Office Post-Secondary Success (PSS) Team will prepare all Cal Grant GPA spreadsheets and deliver to site teams by October 1st. Site teammates (typically counselors) should upload these spreadsheets to Webgrants by November 1st.

**CONCURRENT ENROLLMENT**
Aspire offers high school students the opportunity to obtain dual credit (high school/college) during the regular school day for selected high school courses (Education Code 48800). Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

At the school site’s discretion, students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class may not be afforded the opportunity to repeat the college class at the school’s cost. Similarly, students that are removed from the college class due to behavioral issues may not be allowed to repeat the college class during the school day and/or at the school’s cost. In these cases, a regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense.
**GRANTING CREDIT FROM NON-ASPIRE SCHOOLS**
Aspire will transfer any credits received at another high school (Education Code 48645.5), however, no credit will be awarded for grades below D- from an external school. If a student transferring to an Aspire school has earned below a D- in a UC/CSU a-g course required for graduation, the student will be required to enroll in additional coursework (i.e., Extended Day, Intersession and or Summer School) in order to recover credits.

Students entering an Aspire school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a D- or higher in each course.

When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

**SECONDARY GRAADING**
Students earn grades based on established performance levels as described on the next page. In pursuit of our College for Certain mission, students do not earn high school credits for any course in which they receive less than a D-.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final. [Education Code § 49066(a)]

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal, the Area Superintendent, and the Chief Academic Officer. Once grade changes have been verified by the CAO, all verified grade changes must go through the CSO for final approval. All grade changes will be documented in the student’s cumulative folder using the official Aspire “Grade Change” form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student’s grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)

The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

The school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

Secondary Grading Scale

<table>
<thead>
<tr>
<th>GRADE</th>
<th>4.0 POINT SCALE UNWEIGHTED</th>
<th>5.0 POINT SCALE WEIGHTED</th>
</tr>
</thead>
</table>

33
21-22 Student and Family Handbook
<table>
<thead>
<tr>
<th>Grade</th>
<th>Unweighted GPA</th>
<th>Weighted GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
<td>5.33</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>4.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>4.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>3.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>3.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>2.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>2.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
<td>1.67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Weighted Scaling**

For the Aspire weighted 9-12 GPA, only for grades of D- or better, Aspire will grant the weighted scale for UC-approved honors courses, AP courses, IB courses, and college and community college academic courses that are not remedial in nature and that are taken. For non-Aspire GPAs, weighting is determined by the organization calculating the GPA (UC, CSU, Cal Grant, etc.).

**RETENTION AND ACCELERATION**

**Retention**

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the practice below.

Students shall be identified on the basis of the assessment results on the state’s Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education and, in addition, local assessments and grades.

Retention, according to the state of California and Aspire Public Schools, is intended to be an intervention that further supports the students’ academic growth and career to ensure college and career access and success. Making the decision to retain a student (holding a student back to repeat a grade) is an important decision that will not be taken lightly.
A school and parent/guardian can determine if the student is showing lack of progress as early as 6 weeks into the school year if the student had previously attended that school the year before and as early as 12 weeks if the student is new to the school. The school must assemble a team to look at data and communicate progress or lack thereof to the parent/guardian at least 4 times throughout the year. The school must communicate an intervention plan and resources/support to parents. If progress has not been made after consistent intervention and support and consistent attendance from students, then the school team will communicate to parents at least 6 weeks before the end of the school year. The decision must be made in the best interest of the student’s academic and social-emotional development, with the approval of the parent/guardian.

Below is the practice Aspire Public Schools will adhere to when implementing the potential retention of a student:

- The pupil’s grades have been consistently below grade level throughout the academic year on grade-level assignments and assessments compared to their peers and academic standard of that grade level AND
- The students reading proficiency is far below grade level as measured by ERD/PRD, DRA, I-ready, STAR Ren or DIBELS AND
- The students math proficiency is far below grade level as measured by a school’s standardized mathematics assessment AND
- The pupil had access to a fully credentialed permanent teacher(s) throughout the year AND
- The school has a designated team that met regularly to identify the student, provide supports and collaborated and communicated with the parent at least 4 times throughout the year, at least 6 weeks apart AND
- The site team consisted of child’s classroom teacher(s), administrator, school counselor, education specialist or intervention teacher and the child’s parent/guardian, AND
- The school team has record of the meetings, data presented and interventions/supports implemented AND
- The school implemented at least 2 documented SST’s with supports for the student with at least two cycles of revisiting, revising and continuing to implement the plan with fidelity AND
- The parent/guardian has received 35 day notice that the school team has made the recommendation to retain and give parent/guardian the option to meet with the team to consult AND
- Superintendent approval once parent/guardian signs and approves

If the school meets all of the above criteria, they must also provide:

- The school must send a written notice to the family and schedule a call with parent/guardian to confirm receipt of notice
- The school must communicate the parent/guardians right to appeal and timeline
- The parent/guardian has the right to appeal verbally or in writing to the team the decision to retain within 7 school days of the date of written notice
- If parent/guardian appeals, then the school must provide a meeting and hearing for parent/guardian to publicly appeal with the classroom teacher, an administrator and a regional support teammate
● *If the parent/guardian requests retention of the student, then the school team must meet with the parent/guardian and present and evaluate the data requested above.

Promotion
Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.

Acceleration
When high academic achievement is evident, the school team may recommend a student for acceleration into a higher grade level to the regional Superintendent and Chief Academic Officer. The student’s maturity level shall be taken into consideration in making a determination to accelerate a student.

DROP CLASS POLICY
Students are able to withdraw/drop classes within the first four (4) weeks of the course only for the following three reasons:

● Student has taken and received credit for same class previously.
● Student needs to take a required class in lieu of course.
● The course is not required to meet the Aspire graduation requirements.

Re-taking a Class for which a Passing Grade Was Earned
In alignment with UC/CSU policy, a course that was passed with a grade of C- or better cannot be re-taken. If this is done (for example, by error), the original grade is the grade of record, and credit is not earned for the second taking.

Re-taking a Class for which a Passing Grade Was NOT Earned
For cases where a student fails a course, the following are ways for a student to gain credit for a failed course:

1. Credit Course offered on an online platform (i.e. Computer Adaptive Course 2 like Cyber High)
2. Recover during the school year at an alternate semester from when the course was originally failed
3. Summer school at an Aspire High School
4. Summer school with a local high school, or
5. Early College course offered at a local community college

A student must recover credits one of the ways listed above. Grade changes will not be accepted to recover credits. The decision for which course of action (from the list above) a school takes to recover credits for a student is at the discretion of the principal and area superintendent.

SPECIAL ENROLLMENT CIRCUMSTANCES: OVER-AGE STUDENTS
A pupil who is over the age of 19 years may generate attendance for apportionment reasons only if both of the following conditions are met:

1. the pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with
an IEP) consistent with the definition of satisfactory progress set forth in Title 5 of the California Code of Regulations section 11965; and
2. the pupil is not over the 22 years of age on the date of enrollment.

Aspire encourages all students who are at least eighteen years of age and over to be knowledgeable about any legal consequences that may occur based upon their decisions and actions. For more information on changes to a student’s legal status and obligations upon reaching the age of 18, please download a copy of “When You Become 18, A Survival Guide for Teenagers”, which is available at www.calbar.ca.gov/portals/0/documents/publications/turn-18.pdf.

In addition, Aspire would like to specifically make all students, and especially students, over the age 18 aware of California Penal Code Section 261.5(a), which provides: “Unlawful sexual intercourse is an act of sexual intercourse accomplished with a person who is not the spouse of the perpetrator, if the person is a minor. For the purposes of this section, a minor is a person under the age of 18 years and an adult is a person who is at least 18 years of age.”

State Seal of Biliteracy

An Aspire secondary school may choose to participate in the State Seal of Biliteracy (SSB) program. An Aspire school that participates in this program must maintain appropriate records of their identification of qualifying students and must complete and submit the online

STUDENT RIGHTS AND RESPONSIBILITIES
NOTICE FOR DIRECTORY INFORMATION

Under FERPA, Aspire must get parents’ or eligible students’ written consent prior to the disclosure of personally identifiable information from students’ records. However, Aspire may disclose designated “directory information” (as defined below) without prior written consent, unless a parent or eligible student has advised Aspire that the parent or student does not want such “directory information” disclosed. Every parent and eligible student must be notified about what information constitutes “directory information,” must be informed that they may opt-out of having this information provided about the student, and must provide Aspire with the decision to opt out within 30 days of when the “directory information” notice was provided. At the start of every school year, parents and eligible students will be provided this “directory information” notice and will be provided 30 days to opt-out.

Directory information, if released, is generally not considered harmful or an invasion of privacy. Aspire defines directory information to include:
- Student’s full name
- Grade enrolled
- Degrees, honors and awards received
- Club participation
- Sports participation, including athlete’s height and/or weight

The primary purpose of directory information is to allow Aspire to include information about students in certain school publications, such as but not limited to:
- Yearbooks
- Graduation programs
- Honor roll and other awards/recognition lists
- Club activity announcements
- Sports activity rosters, which may include height and weight of athletes
Additionally, federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents or eligible students have advised Aspire that they do not want this information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all directory information, as defined above, from your child’s education records (or your educational records, if you are 18 years old or older) without your prior written consent, you must notify Aspire in writing. Aspire provides an “Opt-Out” form at the start of every school year, as part of its annual FERPA/Directory Information Notification. You may use this form or you may submit other written notification within 30 days from the date you were informed of what is included as “directory information.”

Student Records

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069; Family Code 3025)
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records (34 CFR 99.3, 99.5)
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law (Education Code 56041.5)

Student Records Release To Colleges

Upon request from other K-12 schools, colleges or universities for information pertaining to an applying student’s record, Aspire administrators and counselors must honestly and fully disclose the academic records. (Education Code 49060-49079) Aspire administrators and counselors will make a reasonable attempt to notify the parent or student, if he/she is over 18, of the request for records at his/her last known address, unless the disclosure is initiated by the parent or student over age 18. Additionally, Aspire will give the parent or student over age 18, upon request, a copy of the record that was disclosed and give the parent or student over age 18, upon request, an opportunity for hearing pursuant to the School’s pupil record challenge procedures. The administrator and/or counselor will also encourage students to respond honestly and timely to such requests on their own.

REFERENCE: Board Policy 8009 & 8042  Student Records; Collecting and Retaining Student Records

STUDENT FEES

No student shall be required to pay a fee, deposit, or other charge for his or her participation in an educational activity which constitutes an integral fundamental part of Aspire’s educational program (Education Code 49010-49013). This general prohibition against student fees, unless authorized by law, shall not restrict Aspire from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, Aspire shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course
credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

**LEGALLY AUTHORIZED FEES AND PROMPT PAYMENT**
Students often accrue legally authorized fees during the year in various ways (e.g., lost textbooks, damaged computer equipment, damage to school property, athletic equipment and uniforms, outstanding lunch balances). A record of such fees is kept in PowerSchool.

Students are expected to pay any accrued fees promptly, without constant reminders. Unpaid fees may limit participation in extracurricular activities including, but not limited to dances, field trips, and prom. Students should always request a receipt when paying any bills. All services, goods, and bills paid by check are subject to a returned check fee.

A student’s grades, diploma, and transcripts may be withheld, after affording the student his or her due process rights when a school’s real or personal property has been willfully cut, defaced, or otherwise injured or damaged, or whose property is loaned to a pupil and willfully not returned, until the pupil or the pupil’s parent or guardian has paid for such damages.

Additionally, notwithstanding Section 1714.1 of the Civil Code, the parent or guardian of a minor pupil who willfully cuts, defaces, or otherwise injuries or damages in any way any real or personal property of the School, or personal property of any School employee, shall be liable for all damages caused by the minor child. The liability of the parent or guardian may not exceed $10,000 (ten thousand dollars). The parent/guardian shall also be liable for all property belonging to the School that is loaned to a minor student and not returned upon proper request.

**MARRIED, PREGNANT, OR PARENTING TEENS**
Pregnant or parenting students, regardless of their marital status, have the right to attend Aspire Public Schools and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment (Education Code 222). Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school’s responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes and home schooling during absences due to pregnancy related illness or recovery. Students should not be checked out from a school based on their pregnancy or parenting status. Pursuant to AB 2289, a pregnant or parenting pupil is entitled to 8 weeks of parental leave and during this leave, absences will be marked as excused.

**REFERENCE:** Board Policy 08-023: Married/Pregnant/Parenting Students Policy
Response to Immigration Enforcement

The Board of Education is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status. (Education Code 200, 220, 234.1, 234.7)

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of Aspire during school hours without having registered with the principal or designee. Aspires shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school’s activities, consistent with local circumstances and practices. Aspire shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration. Aspire personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Parental Notification of Immigration-Enforcement Actions Policy

Aspire personnel must receive consent from the student’s parent or guardian before a student 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. Aspire personnel shall immediately notify the student’s parents or guardians if a law-enforcement officer requests or gains access to a student 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 or guardian.

Responding to the Detention or Deportation of a Student’s Family Member

Aspire shall encourage that families and students have and 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. Aspire shall permit students and families to update students’ emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

Aspire shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student’s parent or guardian is detained.

Aspire shall communicate to families that 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 student’s parent/guardian has been detained or deported by federal immigration authorities, Aspire shall use the student’s emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Aspire shall release the student into the custody of any individual who presents a Caregiver’s Authorization Affidavit on behalf of the student. Aspire shall only contact Child Protective Services if Aspire personnel 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 or guardian.
SCHOOL EMPLOYEE CODE OF CONDUCT WITH STUDENTS

Employee Interactions with Pupils
Aspire recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest learning environment possible.

Professional Boundaries
Aspire Public Schools’ School Employee Code of Conduct With Students is intended to guide all Aspire employees in conducting themselves in a way that reflects the high standards of behavior and professionalism required of employees who interact with students and to specify the boundaries between students and staff.

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

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

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

REFERENCE: Board Policy 8041 Identification And Education Under Section 504

SPECIAL EDUCATION
Aspire Public Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act. Schools are obligated to provide a “free appropriate public education” (FAPE) in the least restrictive environment (LRE). Referral for special education eligibility and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized. [For more information on the Special Education referral process, see the section Child Find and Special Education Notification]

- **Parent’s Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; (d) in accordance with disciplinary procedures and (e) Upon receipt of a request for due process.
If a student is eligible for Special Education, the programs and services are provided at no cost to you. Programs and services are individualized based on the needs identified for the student and may include specialized instruction, behavioral services, speech therapy, physical and occupational therapy, and other special education related services. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are provided at no cost to you.

A student must be evaluated and identified as having a disability under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education programs and related services. Assessment is the process to determine a student’s needs and eligibility for an Individualized Education Plan. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Assessments must address all areas related to the suspected disability and be conducted by a multi-disciplinary team, including the parent. The evaluation will result in a written report consistent with California Education Code Section 56327.

Whenever a parent provides a request for assessment, the LEA has 15 days to review the request and respond in writing. If the LEA determines that assessment is appropriate, an assessment plan will be developed and a copy given to the parents. Parents have 15 days to respond to the proposed assessment plan. The assessment will begin upon receipt of parent’s written consent to the Individual Assessment Plan. The assessment must be completed and the IEP meeting held within 60 days of receipt of parent’s written consent. If there is denial of the request for assessment, prior written notice will be provided to the parents, consistent with Title 34, CFR Section 300.503, providing rationale for denial of the request.

If any Aspire Public Schools family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Regional Special Education office. Appointments or further information can be obtained by contacting the Aspire Regional Special Education office or by requesting information from your local school principal.

REFERENCE: Board Policy 8041 Identification And Education Under Section 504

Special Education Complaints
An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent’s Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student’s special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.
If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent’s Procedural Safeguards with the parent, which include the Alternative Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

**HOMELESS CHILDREN AND YOUTH (MCKINNEY-VENTO REAUTHORIZATION OF 2002)**
As required by Federal law (McKinney-Vento, 42 USC 11432), Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth. For additional information concerning services for homeless children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school’s main office.

**REFERENCE:** Board Policy 8028 Education for Homeless Students

**FOSTER CHILDREN AND YOUTH**
As required by State law (Education Code 42920-42925), Aspire Public Schools ensures that all educational decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held. For additional information concerning services for foster children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school’s main office.

**REFERENCE:** Board Policy 8040 Education For Foster Youth

**SOCIAL-EMOTIONAL SCHOOL COUNSELING PROGRAMS**
This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact the school’s main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors’ work with students focuses on issues that are present during the school day, specifically working to ameliorate presenting problems’ impact on a student’s educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school counseling services are only available during regular school days and times.
Counseling services are not guaranteed for students. Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral received.

EXTRA-CURRICULAR INVOLVEMENT
Student Organizations Policy
Aspire believes that encouraging students to organize according to a wide variety of interests is part of accomplishing its mission statement. No student organization shall be denied based solely on its topic or subject. However, no student organization shall be formed that, through its bylaws or practices, excludes or harms any member of the student body on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) and Education Code Section 221.5, or that in philosophy or practice does not comply with the mission, expectations, and rules of Aspire or the school.

Student Expression And Media Policy
All students are entitled to enjoy the rights protected by the Federal and State constitution and laws for persons of their age and maturity in a school setting (Education Code (Education Code 48907, 48950). Students should exercise these rights reasonably and avoid disrupting school activities or violating the rights of others. For example, protected freedom of expression does not include acts or threats of violence, harassment or hate speech. Students who violate the rights of others or violate school policies or rules may be subject to disciplinary measures, as the circumstances warrant.

Freedom of expression shall include the right to present a point of view; the right to dissent; and the right to silence and privacy. Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

Clubs and Activities
Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and/or be passing all classes in order to participate in any co-curricular activity. Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations. A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.
- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.
- In essence, for a student to be eligible for activities:
- The student is currently enrolled in at least 30 semester credits of academic school work, AND
● The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, AND
● The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire’s Board of Directors; AND
● The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – inclusive of any Community College Credits) in all enrolled courses (Education Code 35179, 48930-48938)

Athletics
In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.
1. Athletes must meet the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements
3. Students must exhibit satisfactory citizenship and conduct on and off the field.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.
6. Students may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

STUDENT BEHAVIOR AND DISCIPLINE
NOTICE OF REGULATIONS
The Aspire School’s administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

POSITIVE BEHAVIOR SUPPORT SYSTEMS
Aspire Public Schools is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:
Multi-tiered Systems of Support (MTSS):

● MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creates a tiered system of support that takes into account not just academic or behavioral needs, but also the impact of the environment on these needs.
● Trauma-Informed Practices: We recognize the real impact trauma has on individual students and our broader community. Aspire Public Schools strives to use trauma-informed practices, including creating classrooms that are predictable and consistent, so that our students’ environment is a safe space for learning.
● Restorative Practices (RP): RP promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices
are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

- Social-Emotional Learning (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of support they need to reach their potential.

Aspire is committed to supporting our students’ social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

Aspire Public Schools utilizes proven SEL programs and other techniques to include SEL in our regular day program. This program is in addition to the many other culture and skill building opportunities occurring at your child’s school.

**Behavior Management Cycle**

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School’s discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

**Behavior Expectation Guidelines**

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.
Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- **BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE** by carrying yourself with respect and showing respect to others.
- **ABIDE** by all Federal, State, County, and City Laws.
- **FOLLOW ADDITIONAL DISCIPLINE PROCEDURES** contained in the Student Family Handbook and as developed by the School Site Council (previously Advisory School Council).
- **FOLLOW RULES** that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

The following are not allowed:

- Possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- Possession, use, or distribution of tobacco products or cigarettes.
- Possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- Gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
- Fighting, horsing around, hitting, loud noise, or threats towards any person or group, even if intended to be playful or a joke.
- Wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Do not destroy or write on school buildings, grounds, or property.
- Littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
- Use of hate speech and language, inclusive of the N word, homophobic comments, and derogatory references to a group by their race or ethnicity.
- Sexual harassment or misconduct
- Bullying, inclusive of what is posted on social media

**ALTERNATIVES TO SUSPENSION**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Education Code Section 48900 (see below under grounds for suspension for details) or that the pupil’s presence causes a danger to persons. [Education Code § 48900.5]

At the discretion of an administrator, a student can complete any combination of (but not limited to) the following alternatives to suspension listed below:

- Research Project
- Presentation
- Campus Beautification
- Family Meeting or Shadow
● Community Service
● Check-In/Check-Out

The alternative to suspension must be completed during the time frame determined by the administrator.

**Behavior Contracts**
A behavior contract is an agreement between the administration, teacher, student, and the student's parents that sets limits for student behavior, outlines consequences for bad choices and supports students in developing and maintaining positive behavior.

**Suspension**
Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.
Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may receive further disciplinary action.
Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

**Authority to Suspend**
1. A teacher may suspend a student only from the teacher’s classroom for the day of the suspension plus the following school day.
2. The Principal or the Principal’s designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student’s suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student’s cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

**Jurisdiction**
A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

**Grounds for Suspension and Expulsion (CA Education Code)**
The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. or (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written
permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of the pupil’s own prescription products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Sections 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
   A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
   B. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
   C. Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
   D. Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to:
   A. A message, text, sound, or image.
   B. A post on a social network Internet Web site including, but not limited to:
      i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
      ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
         (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
         (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of the pupil’s age, or for a person of the pupil’s age with the pupil’s exceptional needs.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have
committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Section 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO, CEO’s designee or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code § 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code § 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. [Education Code § 48900.4]
- Made terrorist threats against school officials or school property. [Education Code § 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code § 48901.5(a)]

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. **Determination of Length of Suspension**- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code § 48911(a)]

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code § 48903(a)]

3. **Legal Notifications**- Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code section 245. [Education Code § 48902]

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code sections 626.9 and 626.10. [Education Code § 48902]

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code section 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. [Education Code § 48902]

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible
relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code § 48906]

4. **Suspension Conference** - Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. **Notice of Suspension** - The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student’s suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student.

   In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system—suspension notices should not be placed in the student’s cumulative file.

**Appeals Process**

A student or the student’s parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for the student’s school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal’s designee will attempt to resolve the appeal with a written response within ten (10) school days.

- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Manager of Student Services) for resolution with a written response within fifteen (15) school days.

- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student’s file.

**EXPULSION**

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature [enumerated in Education Code section 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student’s presence causes a continuing danger to other students.

**Authority to Expel**

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student’s term of expulsion, a student
cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

Expellable Offenses
Mandatory Expulsion
The Principal or CEO (or the CEO’s designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school’s jurisdiction. The Aspire Administrative Panel will also expel the student.

Mandatory Expulsion does not require a second finding of fact. [Education Code § 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person\Unlawfully selling a controlled substance listed in Health and Safety Code §§ 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive
- Mandatory Recommendation for Expulsion

The Principal or CEO (or the CEO’s designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at a school sponsored activity while under the school’s jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code § 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code § 48900(a)]
- Possession of any knife as defined in Education Code § 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code §§ 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code § 48900(c)]
- Robbery or extortion [Ed. Code § 48900(g)]
- Assault or battery upon any school employee as defined in (Penal Code §§ 240 and 242)
- Permissive Recommendation for Expulsion-requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO’s designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.
Suspension and Expulsion of Students with Special Needs: Manifestation Determination

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student.

Safety Policies

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

Harassment and Bullying Policy

Aspire Public Schools is committed to providing a learning environment that is free from discrimination, sexual harassment, harassment, intimidation, or bullying of any kind. Harassment, sexual harassment, discrimination, intimidation, or bullying of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. 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.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on a person’s actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one of more of these actual or perceived characteristics.

In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

Reference: Board Policy 8018 Anti-discrimination, Harassment, Intimidation, And Bullying
RESPONSE TO HATE CRIMES AND BULLYING

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

- Aspire Public Schools shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student’s actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student’s primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.
- Aspire Public Schools shall notify parents and guardians of their children’s right to a free public education, regardless of immigration status or religious beliefs.
  - This information shall include information related to the “Know Your Rights” immigration enforcement established by the Attorney General
  - Aspire Public Schools shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

- Aspire Public Schools shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:
  - Disability
  - Gender
  - Gender Identity
  - Gender Expression
  - Nationality
  - Race or Ethnicity
  - Religion
  - Sexual Orientation
  - Association with a person or group with one or more of the aforementioned characteristics
  - Immigration status
- The complaint process must include, but is not limited to, the following steps:
  - A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
  - A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
  - An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
  - Aspire Public Schools shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
  - Aspire Public Schools shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

- Aspire Public Schools shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.
Aspire Public Schools shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

**Sexual Harassment**

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Aspire.

Includes unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s academic status or progress;
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual;
3. Such conduct has the purpose or effect of having a negative impact on the individual’s academic performance or creating an intimidating, hostile or offensive educational environment; and/or
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Harassment also includes retaliation for reporting or threatening to report such harassment. The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

It is the responsibility of Aspire to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance.
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment
4. Establish practices designed to create a school environment free from discrimination, intimidation, sexual harassment, or harassment
5. Designate a Coordinator to whom any employee or student who believes they have been subject to misconduct prohibited by this Policy can immediately report such misconduct.

It is the responsibility of the student to:
1. Conduct herself/himself/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 him/her/them that the behavior is offensive and unwelcome
4. Report all incidents of discrimination or harassment to the Principal
5. If informed he/she/they is/are perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately

REFERENCE: Board Policy 8024: Sexual Harassment

TRANSGENDER HARASSMENT
In accordance with Education Code (§ 221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student’s personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student’s name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student using appropriate name and gender-based pronoun will be interpreted as denial of a student’s gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
Bullying related to transgender identity will be quickly addressed and is considered a violation of Education Code § 48900(r) described above.

**Gender Diverse Student Supports**
Aspire is committed to providing a safe and supportive environment for all students and ensuring that all students have equal access to Aspire’s educational programs and activities. Aspire requires that all schools and all personnel promote acceptance and respect among students and staff. Aspire is a place where each student’s gender identity is accepted and valued as an important part of the whole child. If you are interested in discussing specific supports for your child, please contact your school’s main office.

**Visitor Policy**
Guests are welcome. Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor’s Pass. Parents and guardians are encouraged to visit school sites and classrooms to observe and support the work of the schools. This is one of the essential vehicles for a school-parent partnership.

All visitors to a school site must report to the office when entering and receive authorization to visit elsewhere in the school site. A principal or designee may direct a visitor to leave the school and not return for a designated time if it is determined that the visitor has interfered with the good order or peaceful conduct of the school. Additionally, no electronic listening or recording devices may be used in the classroom without the prior consent of the teacher and principal of the school. Unauthorized persons will not be permitted in school buildings or on school grounds. School principals or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law, including but not limited to, Education Code section 32211. Visitor Guidelines

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained.

Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity, including, but not limited to, lunch, recess or after-school.

Visitors are expected to:
- Follow the established school policy in requesting a classroom visitation
- Complete a visitor’s permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school’s established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor’s permit to the point of origin before leaving the campus.
Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

Searches
A student’s attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items (Education Code 49050-49051). These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

**SCHOOL JURISDICTION: AGENCY AND POLICE INTERROGATION**
Protection of student rights shall be balanced with Aspire Public Schools’ responsibility to cooperate with local police and agency officials in the investigation of unlawful activities. Inherent in the process of cooperation is recognition of the function of the schools and respect for the civil and constitutional rights of students (Education Codes 48902, 48906). When appropriate, school personnel will attempt to call parents/guardians to notify them of interrogation in advance.

In matters involving threats to the safety of the students or staff, law enforcement officers specifically summoned by administrators or asked to remain on school premises by administrators are authorized to act as agents of the school, unless such authority is explicitly and specifically withdrawn. When acting on behalf of Aspire, the officers will have the full scope of authority in dealing with students that the Principal would have in such situations.

**PROHIBITED ITEMS AND BANNED SUBSTANCES**
**Possession of Weapons or Dangerous Objects**
It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151).

**Drug, Alcohol, and Tobacco Free Schools Policy**
Aspire schools are 100% drug, alcohol, and tobacco (Education Code 48901, 48909) free campuses. Aspire’s Drug/Alcohol Policy ensures a drug and alcohol free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the treatment they need. The school-site administrator has the discretion to recommend expulsion for students involved with drugs/alcohol or enter such students into a disciplinary probation period. It is recommended that expulsion not be a school’s recommendation on first time offense of possession of marijuana (except in cases of quantities that makes it reasonable to conclude possession with intent to distribute).

**REFERENCE:** Board Policy 8025 Smoke-Free Policy
Other Prohibited Items
Students are not allowed to bring any games, toys, or trading cards to school for use during class. Cell phones, MP3 players, personal handheld devices, and dice are also subject to being taken away. Prohibited items will be returned only to a parent and/or guardian after the first offense. Repeated offenses will result in items being taken away and not returned until the end of the school year.

Personal Responsibility for Items
Students are responsible for maintaining personal items. Aspire is not responsible for the loss or breakage of student’s personal items at school unless said items are in the possession of an Aspire staff member at the time they are lost, stolen or broken.

EMERGENCY PREPAREDNESS AT ASPIRE PUBLIC SCHOOLS
Aspire Public Schools is committed to maintaining safe and secure campuses for our students and staff. We work diligently to make sure that students and staff are prepared for emergencies. (Education Codes 32280-32289) To that end, every school has a comprehensive school safety plan that covers Aspire’s policies and expectations regarding the practices of each school in maintaining the security of the in campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. Every school conducts regular emergency drills that at a minimum, meets the state mandated requirements. These drills include: Fire, Earthquake, and Lockdown/Shelter in Place.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make sure students are well prepared in an event of an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

Parents should be familiar with the school’s emergency procedures and update contact information whenever it changes. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

CHILD ABUSE REPORTING
Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities (Education Code 33308.1, 44691, 44807). For additional information about California’s child abuse reporting requirements for teachers and other school staff, please contact the front office.

ASPIRE FAMILY ENGAGEMENT, RIGHTS AND RESPONSIBILITIES

SCHOOL-HOME COMMUNICATION
At school we depend on our parents and guardians to work as our partners in supporting their children’s education. It is always best to first contact your child’s teacher to address any concerns
which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

**FAMILY ENGAGEMENT ACTIVITIES**

Children learn best when their parents are engaged every step of the way, creating a bridge of learning from the classroom to the home. Below are some examples of what Aspire does to help parents and guardians become great coaches for their children. According to EC 47605.6(n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. In order to ensure that parents understand that there is no volunteering requirement, information will be sent home via ParentSquare in English and in Spanish. Additionally, the print out of the ParentSquare message will be printed in English and Spanish and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

**Special Saturday Classes:** Scheduled at specific Saturdays during the school year, these half-day sessions allow parents to attend school with their children and get to know the school site better. We believe it’s important for them to see, feel, and experience the space that their children spend so much time in.

**Guidance for At-home Support:** Aspire coaches parents on how to structure reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.

**Participation in School Decision-making:** Aspire includes parent representatives on the School Site Council and English Learner Advisory Committee of each school, as well as parent participation on the school’s Teacher Hiring Committee.

**Volunteers**

Volunteers help enrich students’ education and provide extra assistance for teachers and school staff (Education Code 35021). Volunteers are typically on campus for longer periods or with larger amounts of responsibility than standard visitors are. Because of this, there are additional requirements for volunteers beyond those for basic visitors and key volunteer requirements are discussed below, but please review the full volunteer handbook for a complete list of requirements.

Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. **Volunteers are placed with teachers or other staff members who have requested volunteer assistance. Schools reserve the right to assign volunteers to classrooms/activities as needed and to decline a volunteer’s services at any time.** All visitors, including volunteers, must sign in at the front desk and receive a “Visitor Badge” as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.
- A background check, if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include coaches, after school program staff, business mentors, tutors, and chaperones on field trips – anyone who is working with a student(s)
without supervision. The results of the background check are confidential and will not be discussed with other staff members and or parents.

**VOLUNTEER DRIVERS**
- The driver must have a valid California Driver’s License.
- The parent or adult driver must have a current “Driver’s Liability Insurance Statement” on file in the school office with the following minimum coverage: $15,000 per person, $30,000 per occurrence, $5,000 property damage (15 30 5).
- Vehicles for transporting children must be in a safe and operable condition. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags cannot have a student occupying that space.
- Children weighing less than 40 pounds must ride in a car seat with seat belt.
- Drivers must have clear driving records. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.

The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents. (Education Code 35350)

**NON-DISCRIMINATION AND TITLE IX POLICY**
Aspire Public Schools is committed to equal opportunity for all individuals in education. Aspire Public Schools does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one of more of these actual or perceived characteristics.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire’s “Discrimination Harassment Policy” should contact the principal of the school and Aspire recommends individuals work with their schools when they have concerns.

Parents who wish to file a discrimination or harassment complaint should complete Aspire’s “Uniform Complaint Investigation Request” Form (located at the back of this handbook), and should contact the Principal at the school or their Regional Manager of Student Services. More information on Aspire’s Uniform Complaint procedures is included later in this handbook.

For questions or complaints, contact Title IX Officer:

Regional Director of Student Services or Designee
1001 22nd Ave
Oakland, CA 94606
510-434-5000
BA_TitleIX@aspirepublicschools.org

Regional Director of Student Services or Designee
62
21-22 Student and Family Handbook
Aspire is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- Aspire limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- Aspire ensures that both our internal systems and the systems of our vendors use proper technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.
- When Aspire ends our relationship with a student data vendor, we ensure that the data is removed from their systems.
- We abide by all state and federal student data regulatory laws including:
  - Family Educational Rights Privacy Act (FERPA)
  - Protection of Pupil Rights Amendment (PPRA)
  - Children’s Online Privacy Protection Act (COPPA).

For more information about our student data policies, please contact the Aspire Home Office at 510-434-5000.

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

1. **The right to inspect and review** the student's education records within 45 days of the day the Aspire receives a request for access. Parents or eligible students should submit to the Aspire principal a written request that identifies the record(s) they wish to inspect. The Aspire principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

63
21-22 Student and Family Handbook
2. **The right to request amendment** of the student’s education record that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Aspire to amend a record they believe is inaccurate or misleading. They should write the Aspire principal to clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the Aspire principal will notify, in writing, the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **The right to consent** to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Aspire as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom Aspire has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing the official’s tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official’s professional responsibility.

Upon request, Aspire discloses education records without prior written consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. If such transfer of education records is made, Aspire will make a reasonable attempt to notify the parent or eligible student of the records request. At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his her expense ($0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by Aspire to comply with the requirements of FERPA. The name/address of the office that administers FERPA and receives grievances is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC  20202-5901

**USDA Civil Rights Statement**

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State 64

21-22  Student and Family Handbook
or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

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

1. mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410;

2. fax: (202) 690-7442; or

3. email: program.intake@usda.gov.

This institution is an equal opportunity provider.

**EVERY STUDENT SUCCEEDS ACT NOTIFICATION**

You have the right under Federal law to request information specific to teacher qualifications. In addition, *Every Student Succeeds Act (ESSA)* places an emphasis on the parents’ right to know about the professional qualifications of their child’s classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

1. Whether the teacher has met State qualifications for grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other professional status that the State has waived;
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
4. Whether the child is provided services by paraprofessionals and if so their qualifications.

Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

**PUBLIC MEETING NOTICE**

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.

**KNOW YOUR RIGHTS**

**Your Child has the Right to a Free Public Education**

65
21-22 Student and Family Handbook
● All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students’ parents or guardians.
  ● In California:
    ○ All children have the right to a free public education.
    ○ All children ages 6 to 18 years must be enrolled in school.
    ○ All students and staff have the right to attend safe, secure, and peaceful schools.
    ○ All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
    ○ All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment
● When enrolling a child, schools must accept a variety of documents from the student’s parent or guardian to demonstrate proof of child’s age or residency.
  ● You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information
● Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
  ● Some schools collect and provide publicly basic student “directory information.” If they do, then each year, your child’s school district must provide parents/guardians with written notice of the school’s directory information policy, and let you know of your option to refuse release of your child’s information in the directory.

Family Safety Plans if You Are Detained or Deported
● You have the option to provide your child’s school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
  ● You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint
● Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

For more information, please visit the Attorney General’s Guidance and Model Policies to Assist California’s K-12 Schools in Responding to Immigration Issues at https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf
COLLECTING AND RETAINING STUDENT RECORDS

The Information Systems Team shall maintain in writing Aspire Public Schools policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

- If Aspire Public Schools possesses information that could indicate immigration status, citizenship status, or national origin information, Aspire Public Schools shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children’s immigration status, citizenship status, or national origin information, Aspire Public Schools shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Aspire Public 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.

INQUIRIES ABOUT SOCIAL SECURITY NUMBERS OR CARDS

Aspire Public Schools shall not solicit or collect entire Social Security numbers or cards.

- Aspire Public Schools shall 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, Aspire Public Schools shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.
- Aspire Public Schools shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

PROCEDURES REGARDING INFORMATION SHARING

Aspire Public Schools shall avoid the disclosure of information that might indicate a student’s or family’s citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

- Aspire Public Schools personnel shall take the following action steps upon receiving an information request related to a student’s or family’s immigration or citizenship status:
  - Notify a designated Aspire Public Schools official about the information request.
  - Provide students 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 students and parents/guardians with any documents issued by the immigration-enforcement officer.
- Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Aspire Public Schools shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.
- Aspire Public Schools shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes
directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

- Aspire Public Schools request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student 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 student, a copy of the records to be released. Aspire Public Schools shall permanently keep the consent notice with the record file.

- The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Aspire Public Schools shall not release the information.

**ANNUAL INFORMATION NOTICE TO PARENTS AND GUARDIANS GENERAL INFORMATION POLICY**

Aspire Public Schools must provide an annual notice to parents and guardians of the school’s general information policies that includes:

- Assurances that Aspire Public Schools will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by Aspire Public Schools.
- A list of the circumstances or conditions under which Aspire Public Schools might release student information to outside people or entities.
- A statement that, unless Aspire Public Schools is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, Aspire Public Schools shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student’s personally identifiable information.

**RESPONDING TO THE DETENTION OR DEPORTATION OF A STUDENT’S FAMILY MEMBER**

Aspire Public Schools shall encourage that families and students have and 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.

Aspire Public Schools shall permit students and families to update students’ emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- Aspire Public Schools shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student’s parent or guardian is detained.

- Aspire Public Schools shall communicate to families that 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 student’s parent/guardian has been detainted or deported by federal immigration authorities, Aspire Public Schools shall use the student’s emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Aspire Public Schools shall release the student into the custody of any individual who presents a Caregiver’s Authorization Affidavit on behalf of the student. Aspire Public Schools shall only contact Child Protective Services if Aspire Public Schools personnel 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 or guardian.

**Parental Notification of Immigration-Enforcement Actions**

- Aspire Public Schools personnel must receive consent from the student’s parent or guardian before a student 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.
- Aspire Public Schools personnel shall immediately notify the student’s parents or guardians if a law-enforcement officer requests or gains access to a student 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 or Guardian.

**Responding to On-Campus Immigration Enforcement**

- As early as possible, Aspire Public Schools personnel shall notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).
- In addition to notifying the Superintendent or designated administrator, Aspire Public Schools personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:
  1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Superintendent.
  2. Ask to see, and make a copy of or note, the officer’s credentials (name and badge number). Also ask for and copy or note the phone number of the officer’s supervisor.
  3. Ask the officer for his/her reason for being on school grounds and document it.
  4. Ask the officer to produce any documentation that authorizes school access.
  5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
  6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, Aspire Public Schools personnel should comply with the officer’s orders and immediately contact the [Superintendent or other administrator].
  7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer’s documentation. If the immigration-enforcement officer has:
• an ICE (Immigrations and Customs Enforcement) administrative warrant, Aspire Public Schools personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Chief Operating Officer and Aspire legal counsel.
• a federal judicial warrant (search-and-seizure warrant or arrest warrant; see Appendix C & D of the Attorney General’s Guidelines), prompt compliance with such a warrant is usually legally required. If feasible, consult with the [local educational agency’s legal counsel or designated administrator] before providing the agent access to the person or materials specified in the warrant.
• a subpoena for production of documents or other evidence (see Appendix E & F of the Attorney General’s Guidelines), immediate compliance is not required. Therefore, Aspire Public Schools personnel shall inform Aspire Public Schools’ legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.
8. While Aspire Public Schools personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, Aspire Public Schools personnel shall document his or her actions while on campus.
9. After the encounter with the officer, Aspire Public Schools personnel shall promptly take written notes of all interactions with the officer. 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 officer;
   • Details of the officer’s request;
   • Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
   • Aspire Public Schools personnel’s response to the officer’s request;
   • Any further action taken by the agent; and
   • Photo or copy of any documents presented by the agent.
10. Aspire Public Schools personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Chief Operating Officer and legal counsel.
11. In turn, the [Chief Operating Officer shall submit a timely report to Aspire Public Schools’ governing board regarding the officer’s requests and actions and Aspire Public Schools’ response(s).
12. E-mail 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 student for immigration-enforcement purposes.

**DIRECTORY INFORMATION POLICY**

► If Aspire Public Schools decides to release directory information, Aspire Public Schools shall provide an annual notice to parents and guardians, and “eligible students” in attendance, of Aspire Public Schools' directory information policy that includes:
   • The categories of information that Aspire Public Schools has classified as public directory information that may be disclosed without parental consent and which should
only include the information specifically identified in Education Code section 49061, subdivision (c).

- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where Aspire Public Schools receives consent as required under state law).
- The recipients of the directory information.
- A description of the parent’s or guardian’s abilities to refuse release of the student’s directory information, and how to refuse release.
- The 30-day deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

**Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information**

Aspire Public Schools personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student’s immigration status, such as a 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, Aspire Public Schools personnel shall solicit that documentation or information separately from the school enrollment process.

- Where permitted by law, the Chief Operating Officer of Aspire Public Schools 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, Aspire Public Schools' procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

**Monitoring and Receiving Visitors onto Campus**

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of Aspire Public Schools during school hours without having registered with the principal or designee. 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.
Aspire Public Schools shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices. Aspire Public Schools shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration. Aspire Public Schools personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

**FAMILY CONCERN PROCESS**

If you have concerns at a school site, please see below for the Parent Concern Process that should be followed for your site.

Aspire Public Schools encourages students, parents, and staff to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus staff.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Step 1 - Meeting/discussion with the specific staff member
Step 2 - Meeting/discussion with the person’s supervisor (if applicable)
Step 3 - Meeting/discussion with the Principal
Step 4 - Meeting/discussion with the Area Superintendent or Associate Superintendent

-----Contact information available from the school office-----

If an informal conference regarding a concern fails to reach an outcome that is satisfactory to the staff member, student, or parent, he/she may initiate the formal process by filing a written complaint. The form is available at the end of this handbook. Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

**UNIFORM COMPLAINT PROCEDURES (UCP) POLICIES AND PROCEDURES**

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Aspire Public Schools of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP.
A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Responsibilities of Aspire Public Schools

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by Aspire Public Schools that are subject to the UCP.

Aspire Public Schools developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by our board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Compensatory Education
- Course Periods without Educational Content
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing
The programs and activities subject to the UCP in which Aspire Public Schools implements are:

- Accommodations for Pregnant and Parenting Pupils
- After School Education and Safety
- Compensatory Education
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- School Safety Plans
- Schoolsite Councils

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).

Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions 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. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class
apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The Local Control Accountability Plan

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

The UCP Annual Notice

We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

In order to identify appropriate subjects of state preschool health and safety issues, we also have a notice that is posted in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

When Filing Pupil Fees UCP Complaints

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

When Filing State Preschool Health and Safety Issues UCP Complaints

UCP complaints regarding state preschool health and safety issues pursuant to HSC section 1596.7925 shall include the following statements:

File with the preschool program administrator or his or her designee.

A state preschool health and safety issues complaint pursuant to HSC 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.

A state preschool health and safety issues complaint pursuant to HSC section 1596.7925 may be filed anonymously. A complainant who identifies himself or herself 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 Section 48985 of the Education Code is otherwise applicable, the response, if requested, and 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 pursuant to HSC 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.

When Filing All UCP Complaints

We will provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator 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 other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Aspire Public Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage 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.

The complaint will be investigated and a written report with a Decision will be issued to the complainant by us within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:

i. The findings of fact based on the evidence gathered.

ii. Conclusion of law.

iii. Disposition of the complaint.

iv. The rationale for such a disposition.

v. Corrective actions, if any are warranted.

vi. Notice of the complainant’s right to appeal our Decision to the CDE.

vii. Procedures to be followed for initiating an appeal to CDE.

UCP Complaint Investigation

The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:
The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.

Aspire Public Schools will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis or a person’s association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

Aspire Public Schools does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/pregnancy/parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one of more of these actual or perceived characteristics.

Aspire school personnel will take immediate steps to intervene when safe to do so if he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

UCP Complaint Resolution

If Aspire Public Schools finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), the remedy shall to go all affected pupils and parents/guardians.
If we find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families, the public school or LEA shall provide a remedy to the affected pupil.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

We shall report summarized data on the nature and resolution of all state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and our board.

The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our board.

The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

We are aware that all complaints and responses are public records.

UCP Complaint Appeal Process

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

A complainant may appeal our Decision of a UCP complaint to the State Superintendent of Public Instruction (SSPI) or his or her designee at the CDE (here and after known as SSPI) regarding all specified federal and state educational programs subject to the UCP.

To appeal our Decision of all UCP complaints except State Preschool Health and Safety Issues the complainant must file a written appeal within 15 days of receiving the Decision to the SSPI.

To appeal our Decision of State Preschool Health and Safety Issues only the complainant must file a written appeal within 30 days of receiving the Decision to the SSPI.

This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition the appeal shall be sent to CDE with:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

A complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint to our board at a regularly scheduled hearing.

The SSPI shall comply with the requirements of 5 CCR section 4633 and shall provide an Investigation Report to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issues complaint and its remedy or proposed remedy.

Federal and State Laws Cited:
section 6301 et seq. 34 Code of Federal Regulations (CFR)

sections 299.11


California Government Code (GC) sections 11135, 17581.6(f).

California Penal Code (PC) section 422.55.

California Welfare and Institutions Code (WIC) sections 300

Student Family Handbook Acknowledgement Form

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2019-2020.

Student Name (please print) ______________ Grade Level ______________ Date ______________

Student Name (please print) ______________ Grade Level ______________ Date ______________

Student Name (please print) ______________ Grade Level ______________ Date ______________

Student Name (please print) ______________ Grade Level ______________ Date ______________

Parent/Guardian Signature ______________ Date ______________

79

21-22 Student and Family Handbook
FAMILY CONCERN DOCUMENTATION FORM

Your Name________________________________________________________________________
Name of Student____________________________________________________________________

Address ________________________________________________________________
Telephone _____________________ (day)    _____________________ (evening)
School Site___________________________

Description of Concern:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

80
21-22  Student and Family Handbook
Please describe your desired solution:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

____________________________________
Signature______________________________
Date_________________________________

Please mail, fax or deliver to your school site or Regional Office

1001 22nd Avenue, Oakland, CA 94606

(t) (510) 434-5000
(f) (510) 434-5010

Date received by Aspire School or Regional Office _______
Date copy provided to School Principal: _________