

Parent & Student Handbook



ANAHUACALMECAC
2018 -2019

OVERVIEW OF THE ORGANIZATION

Semillas Sociedad Civil (“Semillas”), a California nonprofit public benefit corporation, operates Anahuacalmecac International University Preparatory of North America (“Charter School”). The school was established by the State of California as a public school under the Charter Schools Act of 1992.

WHAT IS A CHARTER SCHOOL?

A charter school is a public school approved by the State of California to have special freedoms and programs. Charter schools can be independent from normal school district and state regulations. The State of California established charter school legislation with the intent of giving public schools more autonomy in exchange for increased student achievement.

Charter schools must be authorized by the State’s Board of Education, which must approve the charter school’s petition for charter status. The charter petition describes the school’s goals, governance structure, insurance requirements, employee benefits and almost every area related to the school’s functioning.

WHAT DOES THE CHARTER SCHOOL STATUS MEAN FOR THE SCHOOL?

- **AUTONOMY** As a charter school, a school is granted many freedoms by the State to implement an effective educational program. The School has decision-making authority on-site and the freedom to create policy without having to obtain approval of the State. The School is also exempt from certain education code requirements, including the state Field Act as it relates to school building standards and minimum school day requirements.
- **ACCOUNTABILITY** The State of California is responsible for holding the Charter School accountable for meeting the goals as outlined in the charter petition. These goals include increasing student test scores and maintaining a high degree of parent involvement. If the School does not meet these goals, the State may not renew the School’s charter petition, which could force the school to close.

OUR VISION

Semillas’ educational program consists of the better organization of curriculum, teachers, community and educational technology to enrich the instruction of core academic subject matter. Semillas will enrich standard course offerings with Spanish-English dual language immersion, global language and culture studies in Nahuatl-Mexicano, indigenous culture, visual, performing and martial arts instruction and a living curriculum. In order to execute Semillas’ educational program, the standard school structure, organization and parameters must be transformed. Systemically, this transformation includes enabling teachers and parents to design, develop and improve the school’s educational program.

Moreover, Semillas’ educational program requires a small school environment in order to give rise to a regenerative school culture that embraces the customs and traditions of those we serve. The communal Semillas Community School culture will be emboldened by class configurations that further accelerate learning through a collective educational practice.

Anahuacalmecac consciously strives to provide students effective and comprehensive pedagogy through a globally inclusive curriculum within a positive supportive learning environment involving students, teachers, parents, and staff.

OUR MISSION

Anahuacalmecac International University Preparatory of North America is an indigenous community-based nonprofit organization that organizes youth, parents and educators to advance self-determination, sovereignty and human rights as Indigenous Peoples through autonomous education and advocacy. Anahuacalmecac International University Preparatory of North America (“Anahuacalmecac”) is dedicated to student academic excellence, Native wisdom, and appreciation of the cultural and intellectual heritage of Indigenous Peoples and the promotion of positive social awareness. In 2001, Semillas founded its first charter school campus, Academia Semillas del Pueblo Charter School Xinaxcalmecac, a successful and highly innovative community-based k - 8th grade public charter school for the children of East Los Angeles. After opening the first campus in 2002, Anahuacalmecac opened a complimentary charter high school in September 2008. Anahuacalmecac is the first school in the City of Los Angeles to be authorized as an IB World School for its Middle Years Program. Anahuacalmecac will cultivate the gifts and talents of all its students through multiple language education, differentiated curriculum and instruction, and culturally enriched visual and performing arts. Anahuacalmecac is now a State Board of Education authorized autonomous public charter school.

FOUR FUNDAMENTAL PRINCIPLES of XINAXTIN

- **TZE- RESPECT**
- **OME- LEADERSHIP**
- **YEIYE- SELF-RESPECT**
- **NAHUI - COLLECTIVITY**

ADMINISTRATORS

Minnie Ferguson Co-Founder, Director of Education and IB Programs

Marcos Aguilar Co-Founder, Executive Director

Jose Montes De Oca Administrator (Operations, Athletics & NSLP Programs Coordinator)

Erica Gutierrez Villarreal Administrator (Instruction, Assessment & Data Programs Coordinator)

GOVERNANCE STRUCTURE

The governance structure of Anahuacalmecac provides opportunities for all members of the community to be involved in the decision-making process. Your involvement gives you a voice in deciding school policies that significantly affect you and your children.

o COUNCIL OF TRUSTEES

The Council of Trustees embodies the legal decision-making authority of the school charged with executing the mission and vision of the charter and honoring the proposals generated in the Governance Assemblies or by the Faculty. Below is a list of current Consejo members:

Dr. Irene Vásquez, –President

Sandee Vasquez-Ayala – Secretary

Dr. Reynaldo F. Macias– Treasurer

Marcos Aguilar, Ex-Officio, Non-Voting Member

Edmundo Pérez– Member

Judge Deborah Sanchez – Member

Dr. Ernesto Colin–Member

o Advisory Board members provide advice to the Council of Trustees and make available resources to further the

vision and mission of the school.

Juan Gómez Quiñones, Ph.D., Department of Chicano Studies, UCLA

Rodolfo Acuña, Ph.D., Department of Chicano Studies, CSUN

Daniel Bramzon, Esq., Attorney at Law

Terri Drea, Entrepreneur, Event Network Concessions, LLC

Antonio Portillo, Community Elder, Iron Circle Nation

Edward Wemytewa, Zuni Author and Playwright

Familia Ayala, Cultural Keepers, Danza Azteca Iztaccuauhtli

Salomon Zavala, Esq., General Counsel

EQUAL OPPORTUNITIES

NON-DISCRIMINATION STATEMENT

Anahuacalmecac and State of California as its Charter School authorizer is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. Anahuacalmecac prohibits discrimination and harassment based on an individual's sex (including sexual orientation or gender identity, pregnancy, childbirth or related medical condition); ethnicity (such as race, color national origin, and ancestry); religion (including religious accommodation); disability (mental or physical disability or reasonable accommodation); age; marital status; or any other basis protected by federal, state, local law, ordinance, or regulation and/or hate crimes set forth in Section 422.55 of the Penal Code. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the School. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admission or access to or treatment or employment in the school programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in the school's programs or activities. Parents may contact Anahuacalmecac at (323) 352-3148 for any additional information regarding enrollment procedures.

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

It is the policy of Anahuacalmecac to afford all persons in Anahuacalmecac equal rights and opportunities in the educational institution, regardless of any characteristics outlined within Anahuacalmecac nondiscriminatory statement above. Anahuacalmecac nondiscriminatory statement applies to all acts related to school activity or school attendance within a school under the jurisdiction of the superintendent of the school district or State. School personnel are required to take immediate steps to intervene when safe to do so upon witnessing an act of discrimination, harassment, intimidation, or bullying. (Ed. Code (EC) §§ 200, 220, 221.5, 234.1, and 260; Gov. Code (GC) § 11135; Pen. Code (PC) § 422.55; Cal. Code of Regs., Title 5 (5 CCR) §§ 4900, 4902, and 4960)

TITLE IX AND STUDENTS

Federal law, Title IX, State law and Anahuacalmecac policy prohibit anyone from discriminating against any student on the basis of sex, sexual orientation and gender. Males and females must be treated the same in all areas including:

- Athletics
- The use of facilities
- The classes they can take
- The way they are treated in the classroom
- The kind of counseling they are given
- The extracurricular activities in which they can participate

A student has a right to file a complaint if he or she believes he or she is being discriminated against in violation of Title IX. Students are encouraged where possible to try to resolve their complaints directly at the school site. Students do not have to be afraid of filing a complaint (see Uniform Complaint Procedures) or trying to correct a situation. They have the right to take action. For further information, contact Anahuacalmecac at (323) 352-3148.

WILLIAMS/VALENZUELA UNIFORM COMPLAINT PROCESS

Williams/Valenzuela Uniform Complaint Process, Education Code Section 35186 provides important education to parent, guardians, pupils, teachers and other stakeholders regarding complaint rights for the following areas:

1. Every school must provide each pupil, including English language learners, with sufficient textbooks and/or instructional materials, to use in class and to take home or use after class.
2. School facilities must be clean, safe, and maintained in good repair.
3. School restrooms should be clean, stocked and open during school hours.
4. Each class should be assigned an appropriately credentialed teacher and not a series of substitutes or other temporary teachers. The teacher should have the proper credential and subject matter training to teach the class, including the training to teach English learners, if present.

Complaints may be filled using the Williams/Valenzuela Uniform Complaint Procedures Form or may be filed anonymously. To file a complaint regarding the above matters, forms can be obtained at one of the following:

- The school's main office

To ensure a timely response, completed complaint forms should be submitted to either of the following:

- School site (main office, principal)
- California Department of Education

SCHOOL DAY SCHEDULE

Semillas will send information regarding school arrival and dismissal hours for the various programs the first week of school.

EMERGENCY CARD

Every family needs to complete a new emergency card every school year before classes begin. Parents need to list on the emergency card allergies or medications taken by a student. These must be turned into the main office. Please complete a new emergency card immediately if any of the following information changes:

- o Home address
- o Home telephone number
- o Work phone number
- o Doctor's phone number
- o People who are authorized to be contacted in case of an emergency
- o Telephone number of people to be contacted in case of an emergency
- o People authorized to pick up your child from school

Please remember to update the above information if any changes occur.

EMERGENCY RELEASE FROM SCHOOL

In case of an emergency, during the school day your child will only be released into the custody of those people who

you have previously identified on the emergency card (proof of identity may be required).

NOTE: Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a hand written and signed note to the school notifying the school of this person's identity and proof of identification is provided.

LEAVING THE SCHOOL DURING THE DAY

If you must pick your child up early for an appointment during the day, please send a note to the classroom teacher or notify the office. Students will not be released for early dismissal 15 minutes prior to dismissal time unless previous arrangements have been made with the teacher and/or the office. When picking up students early, the parent or authorized adult will be asked to indicate in writing the reason for an early dismissal. The office will notify the classroom teacher to send the student to the office for departure. Parents are not allowed to enter the classroom before the class has been dismissed without prior approval from the Directors.

DROP OFF AND PICKUP STUDENTS / PARKING POLICY

The safe arrival and departure of students is of paramount concern to Anahuacalmecac. Anahuacalmecac has promulgated the following policy and requests that students and parents adhere to its procedures in order to ensure the safety of all students and staff.

In addition, the Charter School desires to be a good neighbor to the residents surrounding the Charter School premises. Parents can help Semillas be a good neighbor by following the rules of the road and exercising courtesy to neighborhood residents.

General Guidelines All visitors to the Charter School are expected to adhere to the rules of the road when driving on or around the Charter School premises. All visitors are expected to drive slowly when students are present.

Motor vehicles of any kind, including but not limited to, motorcycles, motor scooters, and motorized skateboards, are not allowed on the Charter School premises in any area except the parking lot or designated drop-off and pick-up areas.

Arrival and Departure of Charter School Students Parents are requested to adhere to the following rules:

1. Drive slowly through the school zone.
2. Pay close attention to the directions of any crossing guard at any crosswalk or traffic light. He or she is trying to help get students to school safely.
3. When approaching the area designated for student pick-up and drop-off, remain patient and stay to the right side of the area. There shall be no passing around other vehicles.
4. Unless the parking lot has been designated a student drop-off and pick-up area, please enter the parking lot only if you plan to get out and walk your child to school. Otherwise, the parking lot is not a safe drop-off and pick-up area.
5. When you pull to the curb of the designated pick-up and drop-off area, the first car should pull at least one or two car lengths past the entrance before stopping.
6. When leaving, pull out slowly and look carefully for students and other cars.
7. For afternoon pick-ups, if you arrive early, park in the order of arrival and wait patiently. After the children are dismissed, the first car should pull forward as far as possible to wait for his or her child.

Procedures: Students to be picked-up and dropped-off must report to the designated area when they are dismissed from class.

Parking: Parking spaces designated for employee use and visitors' use shall be utilized accordingly.

FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY

The privacy of school records is protected by federal and state laws, which cover nearly every type of pupil record

maintained by local school. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class. The law generally prohibits the release of pupil records information without written consent of the parent, or adult student (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. Also, students who are 16 years and older (or have completed the 10th grade) have the right to access their records. School employees who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. A “legitimate educational interest” is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. In general, other individuals or agencies may be authorized to access, review and /or obtain pupil records by court order, parent/guardian consent, or by statute.

Directory information is routine information maintained by school about students. It is this special category of pupil record information that does not require the same level of confidential treatment as pupil record information. Under the law, a school may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the School as those who have a legitimate need to know. Parents and/or adult students have the right to limit or deny the release of any portion of directory information. Additionally, parents and/or adult students may deny the release of directory information to any designated recipient. Any and all of the following items of directory information relating to a pupil may be released to a designated recipient, unless a written request is on file to withhold its release.

- Name
- Address
- Telephone
- Date of birth
- Dates of attendance
- Previous school(s) attended

HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. [California Education Code Section 47605(b)(5)(F)] Semillas has adopted and implemented a set of health, safety and risk management policies and procedures, including the following:

- A policy outlining the health and safety screenings, requirements and annual parent notifications provided by the School
- A requirement that all entering students provide records documenting legally required immunizations pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075
- A policy stating the School adheres to Education Code Section 49423 regarding administration of medication in school
- A requirement that the faculty and staff are screened for tuberculosis every 4 years and that employee candidates are tested prior to commencing employment and working with students as required by Education Code Section 49406
- A policy establishing that the School functions as a drug, alcohol and tobacco free workplace
- Training in and materials for emergency procedures and preparedness for site-based staff
- Training for staff relating to preventing contact with blood-borne pathogens

- A requirement that all facilities will comply with Local Zoning and Fire Safety Code requirements as required by Education Code Section 47610 and that facilities utilized are assessable in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act
- A requirement that all staff are mandated child abuse reporters and comply with all applicable reporting laws
- A policy to provide and maintain an employment and educational environment free of sexual harassment
 - A requirement that each person employed by the school submits a criminal background record summary as required by Education Code Section 44237, as well as a requirement to seek a criminal background check of vendors as required by Education Code Section 45125.1
- A policy that all volunteers must be professional in their conduct and all confidential items are only to be handled by certificated or classified personnel.
- A technology acceptable use agreement

These policies are incorporated, as appropriate, into parent and staff handbooks and are reviewed on an ongoing basis.

CHALLENGES TO PUPIL RECORD INFORMATION

The inspection/review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official. An Anahuacalmecac certificated employee must be present to assist and act as custodian of the file. When a pupil record of one student includes information concerning other students, the parent or adult student who wishes to inspect and review such material may see only such part as relates to the child of that parent or to the particular adult student. If the parent or adult student requests a copy of the whole or any part of a pupil record, the copy will be provided. The school office may charge a copy fee of 25 cents (\$.25) for the first page and 10 cents (\$.10) for each additional page requested. For all pupil records (other than grades), California Education Code Section 49070 provides that a parent (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is:

1. Inaccurate
2. An unsubstantiated personal conclusion or inference
3. A conclusion or inference outside of the observer's area of competence
4. Not based on the personal observation of a named person with the time and place of the observation noted
5. Misleading
6. In violation of the privacy or other rights of the student

The parent may challenge the content of such records by:

- First meeting with the school director
 - If the director sustains the parent's challenge, the record will be corrected or removed.
 - If the school director does not sustain the parent's challenge, the parent may appeal.
- Appeals from a school director's' adverse decision are to be made first to the School Site Council and if necessary to the Council of Trustees.
 - The Council of Trustees may choose to convene an impartial panel to conduct an inquiry into the subject of the challenge.
 - If the panel sustains the parent (or adult pupil) the correction, removal or destruction of material challenged will be made.

- If the parent's challenge is ultimately denied, the parent has a right to provide written statement of his or her objection to the information. This statement becomes a part of the student's school record unless and until such time as the information objected to is changed or removed.

With regard to the challenge of grades, California Education Code section 49066 provides that, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetence, the grade given to each pupil in a course by a teacher shall be final. Challenges to grades will be conducted in accordance with California law and with Semillas policy.

Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent or adult pupil.

Upon the written request by a school in which the student seeks or intends to enroll, education records of the student will be forwarded to that school.

Complaints Parents have the right to file complaints regarding Anahuacalmecac procedures affecting rights of privacy with California State Department of Education and/or the Family Educational Rights and Privacy Act Office, Department of Health, Education, and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201.

NATIONAL SCHOOL LUNCH AND SCHOOL BREAKFAST PROGRAM POLICY

Anahuacalmecac takes part in the National School Lunch and School Breakfast Programs. Program regulations require that nutrition and lunch be provided for needy students when family income is insufficient to provide the basic necessities, including food of the proper quality and amount for good nutrition.

Meal Program

The school informs parents and guardians that the state provides free or reduced priced meals for children based on family income. Applications are available in the office.

Meal Application Every family must fill out a meal application and return it to the office before classes begin. After processing the form, parents will be informed if their child is eligible for a free, reduced or full price meal. Students that don't arrive on time for breakfast will not be served breakfast due to strict federal nutrition guidelines which prohibit us from serving meals which are not kept properly heated.

Applications Parents shall be informed of the school policy concerning the National School Lunch and School Breakfast Programs. A letter and application form shall be distributed to all parents prior to the start of the school year but no later than the first day of school. The letter shall contain information on eligibility standards, application procedures and appeal procedures. This information and an application form shall be provided whenever a new student is enrolled. It is the parent's responsibility to inquire about an application if his/her child does not arrive with the application on the first day of school.

Qualifications Eligibility for participation in the National School Lunch and School Breakfast Programs shall be based on federal regulations as provided by the State Department of Education.

PRICES FOR STUDENTS Meals are served every school day. Students not eligible to participate in the program may buy lunch for \$4.00 and breakfast for \$2.50. Students eligible to receive reduced price meals may receive breakfast for \$.30 and lunch for \$.40.

Meal Account Deposit Parents shall be responsible for paying full price for all meals served to students while applications are being reviewed.

Non-eligible students Meal Account Deposit The school shall require a meal account to be paid monthly at the office 4970 campus. The price for breakfast is \$2.50 and \$4.00 for lunch. Therefore, the monthly deposit for reduced meals is \$14.00. The monthly full price for breakfast is \$50.00 and Lunch \$80.00. Therefore, the monthly full deposit for breakfast for lunch will be \$130.00. The school shall accept deposits for students Meal Accounts on the

first and third Mondays of every month from 7:00am to 8:30am and from 3:00pm to 4:00pm.

Parent Meal Responsibilities Parents shall be responsible for establishing a Meal Account and maintaining a positive balance to ensure meal availability for their child. Parents who do not wish to participate in the National School Lunch Program shall be responsible for providing their children with food of the proper quality and amount for good nutrition. The school shall not be responsible for providing meals to students with negative Meal Account fund balances.

STANDARDIZED TESTING

Each year standardized tests are administered to all students grades 2 through 11. The tests are given in the spring, usually around early May. The tests are administered over a two-week period. More information regarding standardized testing will be provided to parents throughout the year.

You can help by making sure your child/children:

- Has a good night's rest
- Gets to school on time
- Eats a healthy breakfast
- Avoids absences
- Understands the test (you can talk to your child about the test)

SEXUAL HARASSMENT POLICY

It is the policy of the Charter School to maintain a learning and working environment that is free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of Anahuacalmecac policy.

Anahuacalmecac considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee and will result in the appropriate consequences, which may include suspension or expulsion of the offending student. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in kindergarten and grades one through three, inclusive, and Anahuacalmecac will not facilitate meetings between parents. However, students enrolled in kindergarten and grades one through three may be subject to other disciplinary actions.

Any student or employee of Anahuacalmecac who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the proper authority (whether in an office or a school) so that appropriate action may be taken to resolve the complaint. Anahuacalmecac prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

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

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment.

- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Sexual harassment may include, but is not limited to, unwelcome:

- Verbal conduct such as the use of suggestive, derogatory, or vulgar comments (including catcalls and whistling); sexual innuendoes or slurs or making unwanted sexual advances, invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.
- Visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring.
- Physical conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or interference with work or study directed at an individual because of the individual's gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss and/or offers of benefits in return for sexual favors.
- Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.
- Cyberbullying (the use of communications technology to harm, threaten, or otherwise victimize another person).

SEXUAL HARASSMENT POLICY GUIDELINES

1. Teachers, staff, and administrators must treat all cases of possible sexual harassment with sensitivity and seriousness. Please be aware that the nature of the incident and time of occurrence may necessitate for school staff to follow the protocols accordingly.
2. The teacher(s) and/or staff members handling the student harassment incident must immediately notify an administrator of the sexual harassment claim by completing an office referral. Only teachers and administrators may interview the students involved in a sexual harassment occurrence.
3. The teacher is responsible for handling a sexual harassment case during the regular school day. The teacher of the alleged victim is the lead teacher in a sexual harassment investigation. Therefore, the lead teacher is responsible for interviewing, writing notes, filing a report, and assisting the administrator in calling parents. The director of the afterschool program is responsible for handling sexual harassment cases that occur in their program and notifying a school administrator and the assigned teacher of the details of the case.
4. The teacher is responsible for interviewing all students involved in the sexual harassment claim and writing notes of the interviews. The notes must be submitted immediately to the office. The teacher must follow school policies and privacy laws when interviewing students. The office staff member will email and report to the administrator in charge of the case.
5. The teacher(s) that interviewed the students involved in the sexual harassment incident must draft an incident report by 4:00 pm on the date that the incident occurs.
6. The administrator will interview the students involved in the sexual harassment incident and take notes which will be included in the record of the case.
7. The teacher and administrator will call home and report to all parents of students involved in the incident of the occurrence. The administrator and teacher will follow state and federal privacy laws when speaking with parents.
8. The administrator will determine if sexual harassment occurred based on a policy definition of sexual harassment and the actual details of the occurrence.
9. The administrator will determine if counseling should be offered to the alleged victim and student that committed

the alleged sexual harassment. The administrator will also determine if a sexual harassment presentation should be given to the class of the students involved.

10. The administrator will determine what letters need to be sent to the parents. The student will take the letter home in a sealed envelope and acknowledge receipt of it.

11. The teacher must discuss the school's sexual harassment policy with students and distribute the school's sexual harassment handouts. The teacher will document the receipt of sexual harassment handouts by requiring to sign receipts. An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation, and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

12. Retaliation is Prohibited, the initiation of an allegation of sexual harassment will not cause any reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with Anahuacalmecac International University Preparatory of North America, his or her employment, compensation or work assignments, or, in the case of students, grades, class section or other matters pertaining to his or her status as a student of any Anahuacalmecac International University Preparatory of North America programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action as defined in this policy.

13. When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Executive Director and/or Human Services and/or the Director of Education will be consulted to determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of Anahuacalmecac International University Preparatory of North America

14. Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws, and employment agreements. False reporting may lead to disciplinary actions in accordance with school policies.

15. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with Anahuacalmecac International University Preparatory of North America Discipline Policies and state law.

16. Independent Contractors and Agents of Anahuacalmecac International University Preparatory of North America who violate this policy may be subject to penalties and sanctions as may be available to Anahuacalmecac International University Preparatory of North America, including termination of business relationships and contract.

CHILD ABUSE

REPORTING REQUIREMENTS Any school employee who reasonably suspects that child abuse has occurred or is occurring is required by law to file a child abuse report. These reports are filed with the appropriate child protective services agency such as the local police, sheriff's department or the Department of Children and Family Services. (School police departments, by law are not considered "child protective services agencies" and may not be the recipients of child abuse reports.)

Q - Can the police question a child on campus about abuse or neglect at home without parental/guardian consent or notification?

A - Yes. California law specifically authorizes the police or any representative of a governmental agency investigating a report of child abuse or neglect that occurred in the child's home or out-of-home care facility to interview the suspected child victim on campus during school hours. Cal. Penal Code §11174.3. The child has a right to have the interview conducted in private or to have a school staff member present during the interview. The parent has no right to notification before or after the interview. Parents are not to request that the teacher, staff

member, or administrator inform them of the nature of the visit.

SPECIAL EDUCATION

Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and may receive special education services according to a written Individualized Education Program (IEP).

We consider all students attending Anahuacalmecac International University Preparatory of North America gifted and talented and they are treated accordingly. Our teachers do everything they can to provide powerful learning experiences to all children. However, some children require individualized attention to meet their needs. Anahuacalmecac provides special education services.

STUDENTS WITH DISABILITIES/MEDICAL CONDITIONS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education.

Discrimination/harassment in any form toward individuals on the basis of their disability is unacceptable and will not be tolerated. Anahuacalmecac will promptly investigate all complaints of disability-based discrimination/harassment and take reasonable actions to stop further recurrences. Section 504 requires that students with disabilities be provided a free and appropriate public education. A Section 504 Plan may be developed for students with disabilities or medical conditions who do not need or require special education services, but who may need accommodations, supplementary aids and/or services which can be provided through the general education program. Parents or guardians will be notified in writing of any Anahuacalmecac decisions that concern the identification, evaluation, and/or educational placement of students and their right to participate in, and/or appeal these decisions under Section 504. For further information and/or assistance in filing a complaint regarding Section 504 you may contact the school director at (323) 352-3148.

STUDENTS WITH DISABILITIES AND SPECIAL EDUCATION

Children learn in a variety of ways, with most students learning effectively in a traditional school setting. However, sometimes children with disabilities need services beyond accommodations and modifications to the general education program. Children with disabilities may be eligible to receive special education services as determined by an Individual Education Program (IEP) team, which includes the student's parent. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. To the maximum extent appropriate, students with disabilities must be educated with their nondisabled peers in the general education environment at the school they would attend if they were not disabled.

Parents of school age children who suspect their child may have a disability who may need special education should contact the school administration. Parents of children under five years of age who suspect their child may have a disability and may be eligible for special education services should contact NEW SELPA INFO.

Further information concerning special education programs and services is provided in the School's publication, Notice of Procedure Safeguards and Parent Rights which is available at every school and on the Division of Special Education website: www.edcoecharterselpa.org. Assistance related to special education issues is available from your school administrator, your Special Education Support Unit Administrator or the Division of Special Education at 1 (800) 524-8100.

A student's Placement must be in the least restrictive environment (LRE). This means children with disabilities are educated with non-disabled children to the maximum extent appropriate. The IEP team must decide if your child can attend a general education class with appropriate services and supports before placing your child in separate classes or separate school.

- Your child's placement is determined at least annually. Placement is based on your child's IEP. You are part of

the IEP team.

- Generally, your child is educated in the school that he or she would attend if not disabled unless the IEP team decides another placement is necessary.
- If your child cannot be educated at his school of residence, placement must be as close as possible to your child's home.

For more information on the Least Restrictive Environment please contact our office for a brochure.

STUDENT SUCCESS TEAM (SST)

Students are most successful where there is a strong spirit of cooperation between home and school. Semillas teachers are constantly monitoring student's success. If any irregularities manifest themselves, teachers and parents will meet to discuss and make any modifications to guarantee a student's success. After several meetings and modifications, if a student's learning, behavior, and emotional needs are not being met under the existing circumstances, the parent or the teacher may request a formal SST meeting. SST is not Special Education but a series of agreements and modifications between the teacher, administration, support staff (nurse, psychologist, or designee) and the parents to guarantee a student's success.

Student Success Team Meeting

1. Parent or teacher requests a SST Meeting.
2. Teacher organizes team and meeting time.
3. Attending the meeting
 - a. Parents or guardians
 - b. Teacher whom requested SST Meeting
 - c. Student's teacher
 - d. Administrative Representative
 - e. Other possible attendees (Resource Specialist, nurse, speech and language specialist, counselor or other specialists pertaining to the student's needs.
4. Team reviews individual student's concerns and plans ways of handling those concerns with program modifications in the regular classroom.
5. Program modifications
 - a. Change of seating resulting from vision and hearing screening.
 - b. Use of diagnostic material.
 - c. Visual/auditory aids in giving instruction.
 - d. Cross-age tutors.
 - e. Notebooks for assignments.
 - f. Change of group.
 - g. Counseling services
 - h. Additional health services and referral
6. Parents are responsible for follow up and modifications at home.
7. Future meeting established.

SAFE SCHOOL PLAN

California public schools are required to comply with California Education Code Section 212, dealing with the preparation of "Safe School Plans." These plans address violence prevention, emergency preparedness, traffic safety and crisis intervention. Parents may learn more about the Safe School Plan from the Directors or a member of the School Safety Planning Committee, which is responsible for annually reviewing and updating the Safe School Plan. A copy of the Safe School Plan should be available in the Main Office.

PREPARING FOR EMERGENCIES

Schools work diligently to make sure that students and staff are prepared for an emergency. We have a Safe School Plan that provides guidance for the school staff in an emergency. We conduct regular drills that meet or exceed the state mandated requirements.

Regular drills are a part of a school's activities. All school sites conduct the following types of drills:

Fire Drill – Every elementary school practices this procedure once a month; secondary schools do it once each semester. Earthquake or Emergency Drill – Twice a year all schools conduct a full-scale exercise. The drill in April is a school wide drill where all the elements of the school's disaster plan are practiced. Protected Campus Drill – On a regular basis, schools practice how they will respond to a threat on or near the campus. Lock Down Drill – On a regular basis, schools practice how they will respond to a threat on or near the campus. Duck, Cover and Hold Drill – Every month, schools use this drill to remind students what they need to do during an earthquake. Take Cover Drill – On a regular basis, students practice how they would respond to gunfire or an explosion in the neighborhood.

Parents are asked to make sure that their students actively participate and take these drills seriously. These drills make the public schools the safest place for students during an emergency.

WHAT CAN PARENTS DO TO BE BETTER PREPARED? Parents can be better prepared for an emergency by doing the following:

1. Visit your child's school and ask about what will happen during an emergency. Make sure that your child's Emergency Card is current and correct.
2. Instruct your child to take all emergency drills seriously. Regularly review home and school emergency procedures with your child.
3. Prepare a Family Disaster Plan and review it regularly with everyone in your family.
4. Prepare a Disaster Supply Kit for your home, car(s) and work.
5. Eliminate the hazards from your home that could hurt you or your child in an emergency.
6. Contact the American Red Cross for disaster preparedness information. Visit the website: www.redcross.org or call (213) 739-5200 for the Los Angeles Chapter. 7. Get Community Emergency Response Training (CERT) from your local fire department.

RESPONDING TO EMERGENCIES

In the event that there is an emergency, parents should remember that schools are among some of the safest buildings in the community. By law, California public schools are built to a higher standard, called the Field Act; therefore, schools will generally not sustain the same damage as residential or commercial buildings. Schools also have extensive Fire Life Safety Systems that include fire alarms and sprinkler systems that are designed to protect students and staff.

In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area, usually the school field or play yard. During an emergency, parents who want to pick up their children may be asked to go to the Reunion Gate located on the school's perimeter. This is a specific location that schools will use to release students. Please remember that students will only be released to a person whose name is listed on the student's Emergency Card. Parents must make sure that the Emergency Card is current and correct. Please notify your child's school anytime the emergency contact information changes.

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by the Police or Sheriff's Department. Parents need to understand that the students are being sheltered in a secure place for their safety and will be released only when it is safe to do so.

WHAT CAN PARENTS DO DURING AN EMERGENCY?

Parents need to be familiar with the school's emergency procedures during an 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 the schools will follow these procedures during an emergency. Parents should also remember that students look to them for guidance and support during an emergency; parents who are strong and calm can inspire students to do the same. This will go a long way to promote recovery and a return to normalcy.

CAMPUS SUPERVISION POLICY

Aim: To ensure the safety and supervision of all students while on campus between the hours of 7:00am and 6:00pm Monday through Friday on school days.

Anahuacalmecac staff will be responsible for the supervision of students at all times while on campus.

Procedures: All Anahuacalmecac staff are trained in: School Supervision, First Aid, Health Emergencies, Bullying Recognition, and Response Sexual Harassment Care and Use of Technology

Implementation: A designated supervisor(s) will be on campus to supervise.

All staff will refer injuries to the school front office.

Once school is dismissed all staff will encourage students to enroll and participate in the afterschool program. Students not enrolled in the afterschool program will be encouraged to leave campus quickly.

Staff members on supervision duty will continually rove through their designated area. In the case of inclement weather, indoor supervision will follow the Inclement Weather Supervision Schedule.

Campus incidents will be recorded on a referral form. Injuries will also be recorded on an incident form. Students will be sent to the office with the referral or incident form. The office staff will refer for follow up by another staff member or administrator where appropriate.

The Anahuacalmecac Supervision Policy will be reviewed annually by the school administration team.

FIELD TRIPS

Field trips are a great way to complement your child's learning. They offer an opportunity to experience something that may be new and exciting. In order to participate on a field trip, all students must have a completed permission slip with a parent signature in two (2) spaces. Trip slips will be sent home before the trip and must be filled out by a parent or legal guardian. Volunteer chaperones must be approved by the teacher before the trip and be 21 years of age or older. Small children are not allowed on the trip. A student may be excluded from a field trip for problematic behavior, including discipline issues, incomplete assignments, or missing homework.

Transcripts

School records and graduation certificates will not be issued to a student and/or parent if a bill is outstanding.

TEXT BOOKS/SCHOOL MATERIALS

Students will be issued books and materials necessary for classroom instruction. Books are assigned to a student by placing his name on the inner part of the cover. These books become the responsibility of the student. The parents must replace or pay for damaged or lost books.

STUDENT TELEPHONE USE

The office phone is for use in an emergency only. Leaving lunch or money at home or arranging for a ride does not constitute an emergency. However, if there is a special need or problem, permission to use the phone may be granted from an administrator only. Students will not be called out of class to receive telephone calls. Emergency phone messages will be delivered to a student's class.

CELL PHONE POLICY

Electronic signaling devices (i.e. pagers, cell phones, including those with walkie talkie capabilities, etc) are not

allowed on the school grounds at our 4736, 4970m and 4990 campuses.

Students must register their cell phones on campus by submitting the Student Cell Phone Permit Request Form. The form allows student to maintain a cell phone in his/her possession for the following reason(s):

- Medical
- Transportation
- Babysitter
- Safety

Unless specifically permitted by the teacher to use the cell phone for academic purposes during class time, students are to have their cell phones turned off and put away. Cell phones that are not turned off or in sight will be confiscated by the teacher/staff and turned into the main office. The parent of the student will then have to come to campus to retrieve the cell phone. The cell phone will not be handed back to the student, only the parent.

Neither Anahuacalmecac International University Preparatory of North America, nor our teachers will be responsible for any loss or damage to a student's cell phone when it is on campus. Although, we consistently encourage students to utilize all resources made available to them, we must stress that students must exercise discretion when using their phones for academic purposes. We would never deny access to any available resources, especially when they advance students' opportunity to succeed.

LOST AND FOUND

Any items found on campus should be taken to the lost and found in the main office if the item(s) found on campus belongs to someone else and not to the person who found it. Check for lost items in the main office. The lost and found will be cleaned out periodically. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the child's name.

SUBSTITUTES

In the event that a teacher is absent, every effort will be made to find a substitute teacher. If a substitute teacher is not available, the students will be assigned to another classroom for the day.

NON-SCHOOL RELATED PROPERTY

Personal property not related to the school's programs is not to be brought to school and may be confiscated by the school's staff. Examples are Walkman's, CD's, iPod's, card collections, marbles, toys, portable sound systems, electronic toys and games, etc. If you are not sure about any other items, please ask your child's teacher. Students may bring a secured cellular phone, which may not be used during school hours. Students may use the office phone if necessary, provided they receive approval from a teacher or designee. The school is not responsible for the above-mentioned personal property and other similar items brought on campus. Any items lost or stolen will not be investigated. Confiscated personal properties may require a parent to come in for conference and retrieval. If this policy is abused or interferes with school operations, Anahuacalmecac reserves the right to confiscate the property until the end of the semester or academic year.

VISITING THE SCHOOL

Parents are encouraged to make regular visits and volunteer at the school. In order to monitor traffic and promote safety at the school, parent visitors need to contact their student's teacher and schedule a parent visit. Parents will not be permitted without prior approval by the teacher and director. It is important that you sign-in when you visit the school and that you wear the badge issued by the office. All school visitors, including parents, must sign in and wear a visitor's badge. Non-parent visitors need to schedule a visit and obtain administrative approval.

VOLUNTEER POLICY

GOAL Create the strongest possible partnership between home and school with the ultimate goal of increasing student achievement.

PARENT VOLUNTEER

In order to become a parent volunteer, you must follow these procedures:

- Inquire when the next training for parent volunteers will take place.
- All parents who volunteer regularly must submit application for LIVESCAN.
- Arrange with the Community Organizer the dates and times you will be available.
- Before entering the classroom areas, you must sign in with the office, display your identification tag at all times, and wait for instructions.

When you are participating in the classroom, please remember that you are doing so under the direction of the teacher. Disruptive behavior by parents will not be tolerated and will be grounds for suspending volunteer opportunities. When you are volunteering in the school you will be assigned a supervisor who you will report to. Please ask questions when you need clarification.

SCHOOL COMMITMENT

- Post volunteer opportunities
- Post a weekly sign-up sheet for permanent volunteer activities.
- Create a reserve list for special projects—filing, photocopying, making phone calls, special events, etc.
- Provide opportunities to meet and discuss the Parent Agreement

All individuals volunteering where children are present must have a valid TB test on file.

VOLUNTEER OPPORTUNITIES

Below are some examples of volunteer opportunities:

- Student supervision before or after school
- Representing the School at functions
- Participating in parent training classes and workshops
- Helping with After School classes
- Participating in school committees
- Teaching or assisting in the classroom
- Parking and safety

Please contact the office for more volunteer opportunities.

PARENT PARTICIPATION/COMMITMENT TIME

FAMILY EVALUATIONS At the end of the school year, the Parent Agreement for all students is evaluated by the School Site Council or Administrator and the class teacher. The family evaluation process is based on the Charter School Parent Agreement, which is a required condition for enrollment at the school. The agreement is reviewed and signed by all parents and/or guardians at the beginning of every school year or at the time of enrollment. Families are key members of the Charter School Community and a vital part of student academic success. Anahuacalmecac International University Preparatory of North America is committed to supporting parents and promoting active parent involvement in the educational experiences of all our students.

There are three components to the Parent Agreement: (1) home academic support, (2) school support and (3) parent participation. Each student/family is evaluated based on school records.

COMPONENT 1: HOME ACADEMIC SUPPORT The Home Academic Support is made up of 3 sections: Ready to Learn, Homework Assignments and Following Through with School Recommendations. The student's teacher evaluates this component.

COMPONENT 2: SCHOOL SUPPORT This component is made up of 4 sections: Absences Policy, Tardiness Policy, Discipline Policy and Uniform Policy. This component is evaluated according to office and classroom

student records.

COMPONENT 3: PARENT PARTICIPATION The Parent Participation is made up of 2 sections: Attendance at Monthly and Quarterly Parent Meetings and Parent Participant and Volunteer/Commitment hours. Families are required to attend parent meetings during the academic school year, including the annual parent orientation meeting. Parent meetings are mandatory. This component is evaluated based on school records for attendance at parent meetings, parent volunteer and parent participant activities.

Parents must attend all Report Card Conferences and Student Led Conferences. Parents must send a note to the teacher if unable to attend and reschedule.

PARENTS AGREE TO PARTICIPATE BY ACTIVE PARENT INVOLVEMENT Families are key members of Anahuacalmecac International University Preparatory of North America. They are vital to children's success and well-being. We strive to include all parents as vital participants in the daily life of the school and as the most important supporters of their children's education at home. We believe that by collaboratively supporting the education of their children, families and schools together can accomplish much more than either group can alone. In order to successfully promote this process, the following structures are already in place to facilitate the increasing involvement of parents: attending and participating at monthly parent meetings; adhering to the School's Parent Volunteer Policy.

PARENT MEETINGS School community and parent meetings are mandatory as outlined in the parent agreement. These meetings are an important time for parents and staff members to communicate and plan with each other. At each meeting, time is set aside for: announcements, updates, and cadre meetings. Please remember to sign-in at all parent meetings so that you receive credit for your participation.

PARENTS IN THE CLASSROOM The involvement of parents in the classroom is greatly encouraged. Parents are required to participate in the classroom as Parent Participants in the education of their student. Parents are welcome to sign up for their participation time at the monthly parent meetings. However, our teachers have the right to refuse unscheduled participation requests. The best way to plan a Parent Participation time is to follow these procedures:

- At the Monthly Teaching Collectives and parent led conferencing the parents have the opportunity to sign up with their student's teacher to participate in the classroom.
- Parents or Guardians are required to attend the Teaching Collectives to sign up for Parent Participant time. If parents or guardians are not able to send a family representative to the Teaching Collective they may call before, the Teaching Collective, to schedule their appointment.

Note: Parent Participant times may be limited to 20 minutes. During Parent participations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

FULFILLING THE PARENT AGREEMENT

Every parent at Anahuacalmecac commits time, effort, and energy towards the student's and school's success. The Parent Agreement outlines ways that parents agree to participate and provide support.

The Agreement outlines specific responsibilities expected of our parents. At the end of the school year, each family will be evaluated according to the Parent Agreement. Letters of invitation will be given to those families that have complied with the Agreement. Students may not be readmitted for parent failure to comply with this Agreement.

When a parent or legal guardian signs the Parent Agreement, the parent or legal guardian commits to:

- Seeking out and signing up for volunteer opportunities.
- Meeting with the parent volunteer coordinator and/or appropriate committee to address this obligation if parents are having difficulty meeting the volunteer time requirements. Parents are welcome to sign up for committee participation in the office - committees will meet according to the calendar. Information regarding meeting times will be sent home within the first month of instruction. Information regarding committees is posted in the office in all sites.

PARENT PARTICIPANT AND PARENT VOLUNTEERS

Parents can participate at different levels throughout the year. Parent Participants are parents meeting the required participation time for each student, in addition to all monthly and quarterly meetings. Participation time is composed of two hours per month (half an hour with child and one and a half hours at other assigned tasks) and an additional hour per sibling. Parent Volunteers are parents who come in and volunteer beyond their required participation time. Parent volunteers and project volunteers will be required to attend trainings and satisfy application requirements for the safety and wellbeing of all students. Parent training are offered 1-2 times a month. Project Volunteers are parents or community members with special talents who engage in special projects approved by the administration. All volunteers will be subject to a personalized schedule arranged by their respective supervisor assigned to them.

Scheduling

Parent Participants - Schedule your monthly classroom participant time with your student's teacher. Sign in on the monthly calendar with your student's teacher at your monthly Teaching Collectives. Make sure to sign in at all monthly and quarterly meetings with your teacher.

Parent Volunteers - Organize your personalized schedule with the Semillas Community Organizer. Attend training and fill out an application.

Project Volunteers - Schedule a meeting with the Semillas Community Organizer. File for administrative approval. A parent may only sign up for the training on the scheduled dates.

Schedule Deadline

The respective supervisor is responsible for turning in all volunteer schedules the prior Friday to the week in which the volunteering is going to take place. As well as tutoring schedules for AP classes and ACT/SAT preparatory classes.

Volunteer Brigades

Parent and Project Volunteers will form brigades that meet specific needs of the school community. All the work done by the brigades is considered Tequiyotl. TEQUIYOTL is considered a community building effort that will receive special awards and recognitions for its sacrificial nature.

PARENT COMPACT

Parents agree to:

- I. Provide Home and Academic Support by: a) Assisting and monitoring homework assignments b) Ensuring that your child is "Ready to Learn" c) Following through with school recommended actions
- II. Provide School Support by: a) Ensuring that my child/children arrive to school on time and adhere to the school's absence/tardy policy b) Supporting and adhering to the School's discipline policy c) Adhering to the School's uniform policy d)Tequiyotl Brigades
- III. Participate by: a) Attending and participating at monthly parent meetings known as Teaching Collectives b) Attending and participating at Community Assemblies held at least two times a year. c) Becoming an active member of the Teacher Collectives. d) Report Card Conferences e) Student Led Conferences

HOMEWORK POLICY

WHEN? Homework will be assigned regularly. Students will either receive a weekly homework schedule or will be responsible for recording their own homework assignments.

HOW? Each student should attempt to complete the homework independently, but may need assistance. If a child needs assistance, please do not do the homework for him/her. As a parent, please guide your children, allowing them every opportunity to do their own work.

PROBLEMS? (1) If you notice that your child's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible! (2) If you are unable to assist your child with homework,

make sure to seek out alternative support for your child through after school or tutorial programs. (3) If there is a problem with having the appropriate supplies at home, contact your child's teacher.

Parents/guardians are responsible for ensuring that the student completes his/her homework and turns it in to the teacher. Parents/guardians must stay in frequent communication with teachers to ensure that students are successfully completing their homework. Parents are responsible for signing and checking all homework. Teachers have different systems for tracking homework; parents should feel free to contact the teacher for additional information. All homework should be complete, neat and on time.

HOMEWORK SUPPLIES Having the proper equipment and supplies will make starting and completing assignments easier. You and your child will avoid a lot of frustration if you have the items and materials listed below. It is strongly recommended to have at home the following materials necessary to complete homework assignments:

- sharpened pencils / pens
- crayons / markers / colored pencils
- glue / tape
- scissors
- calculator
- notebook paper
- ruler
- dictionary

WAYS TO ASSIST, MONITOR AND SIGN HOMEWORK

- Looking over your child's schoolwork gives you an opportunity to learn what is happening at school and to spend quality time with your child. Homework is sent out on a regular basis. Parents must review homework daily. Remind your child/children that you are going to check their homework after they are done. Here are some tips to make the most of this experience:
 - Sit down with your child and give him/her your full attention. Turn off the television and do not allow interruptions during this special time.
 - Establish a regular quiet place and time for homework to help your child/children develop good study habits that can last a lifetime.
 - Ask your child to tell you about the work and explain his/her understanding. Ask your child to point out his/her favorite and least liked kinds of schoolwork.

Going over schoolwork with your child demonstrates that you think school is important and that you value your child's efforts at school.

- **ENSURING THAT YOUR CHILD IS "READY TO LEARN"**

Your child's success at Anahuacalmecac International University Preparatory of North America begins with you! This section explains the ways in which you can support your child with his/her growth and achievement.

It is very important that all students come to school ready to learn. As agreed upon at the Parent Orientation Meeting, children who are ready to learn come to school:

1. On time
2. Rested
3. Fed
4. In Uniform
5. With good hygiene (hair washed and combed, teeth brushed, overall clean and neat appearance)

FOLLOWING THROUGH WITH SCHOOL RECOMMENDED ACTIONS

At different times throughout the year, Anahuacalmecac staff may make recommendations regarding the welfare of your child. These recommendations are made with careful thought, and with the best interests of the child in mind. For example, the teacher may notice that your child is squinting at the chalkboard, and would therefore recommend your child's vision be tested.

It is imperative that you take these recommendations seriously and follow them to the best of your ability. Any difficulty in following through with the recommendations should be communicated to the school as soon as possible.

ACADEMIC INTEGRITY POLICY

Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. "I didn't mean to" is never an excuse for academic misconduct.

- Cheating and unauthorized material on examinations and other assignments unless the teacher specifies otherwise, all examinations and other assignments are to be completed by the student alone, without inappropriate assistance of any kind. For tests, that means no help is to be given to or received from other persons; no books, notes, cellphones, iPods, calculators, or other materials or devices of any kind are to be consulted; and if a calculator or other hand-held electronic device is permitted to be used for mathematical calculations, no other information may be programmed into or retrieved from the device.
- Improper collaboration means working together. Many classes emphasize working with a partner or in groups. Permission from the teacher to "work together" on a homework assignment, project, or paper is not permission to violate the rules of integrity by simply getting the answers from someone else or presenting another student's work as your own. Unless the teacher specifies otherwise, it is assumed that all work submitted for a grade will be the product of the student's own understanding, and thus expressed in the student's own words, calculations, computer code, etc. When a student's work is identical or very similar to someone else's at points where individual variations in expression would be expected, it is reasonable for the teacher to conclude that academic misconduct has occurred.
- Submitting the same assignment for different classes: submitting the same assignment for a second class violates the assumption that every assignment advances a student's learning and growth. Unless the second instructor expressly allows it, submitting an assignment already submitted for another class is a form of academic misconduct. This is also known as self-plagiarism or recycling work.
- Fabrication, forgery, alteration of documents, lying, etc., in order to obtain academic advantage. It's wrong to lie to an instructor in order to get an excused absence, an extension on a due date, a makeup examination, an Incomplete, admission to a class or program, etc. It's wrong to forge an instructor's signature on any paperwork for academic advantage. It's wrong to falsify transcripts and diplomas. It's wrong to fake data, for example in an assigned lab project, or fabricate quotations or sources for a paper. The person who lies to get out of a difficult situation usually feels that there's nothing personal about it. The person who gets lied to feels differently. All of these actions destroy the institution's integrity and eat away at the expectation of mutual trust among all members of the academic community.
- Assisting others in academic misconduct helping someone else cheat is itself an Academic Integrity Code violation. So is providing someone with a paper or homework, or any other form of help, where you know, or reasonably should know that the other student will use it to cheat.
- Attempting to commit academic misconduct trying to cheat is academic misconduct, even if the attempt is discovered before it is completed. For example, possession of unauthorized notes in an examination is academic misconduct, even if they have not yet been used. Asking others for help in cheating is academic misconduct even if nobody responds and no cheating ultimately occurs.

- Destruction of property, hacking, etc. It is an Academic Integrity Code violation to steal or destroy other students' work if the action will foreseeably lead to an academic advantage for oneself. The same is true for gaining unauthorized access to faculty offices, email accounts, or course management services in order to alter grades, access examinations, or otherwise gain improper academic advantage.
- Intimidation and interference with integrity processes interfering with the proper functioning of the Academic Integrity Code is also a violation of the Code. For example, it is a violation to threaten or bribe someone to prevent that person from reporting misconduct or testifying in a hearing. It is also a violation to interfere with an Academic Integrity investigation or lie to an investigator or other official. Student Code of Conduct violations may also apply to such conduct. Once the investigation is over, retaliation against someone for reporting misconduct or participating in an investigation or hearing will ordinarily be addressed through the Student Code of Conduct.
- Plagiarism There is basically no assignment that can be satisfactorily completed by copying. It is Anahuacalmecac's basic assumption that all written assignments show the student's own understanding in the student's own words. That means all writing assignments, in class or out, are assumed to be composed entirely of words generated (not simply found) by the student, except where words written by someone else are specifically marked as such with proper citation. Including other people's words in your paper is helpful when you do it honestly and correctly. When you don't, it's plagiarism. Plagiarism is the most common form of academic misconduct. Students are encouraged to test their skills in avoiding plagiarism by taking the library's plagiarism tutorial, available at <http://libraries.ou.edu/help/tutorials/academicintegrity/player.html>. Within the academic community and specifically at Anahuacalmecac International University Preparatory of North America, the following rules apply:
 1. It is plagiarism to copy words and present them as your own writing. It is the worst form of plagiarism to copy part or all of a paper from the Internet, from a book, or from another source without indicating in any way that the words are someone else's. To avoid this form of plagiarism, the paper must BOTH place the quoted material in quotation marks AND use an acceptable form of citation to indicate where the words come from.
 2. It is plagiarism to copy words, even if you give the source, unless you also indicate that the copied words are a direct quotation. Simply documenting the source in a footnote or bibliography isn't good enough. You must also indicate that the words themselves are quoted from someone else. To avoid this form of plagiarism, put all quoted words in quotation marks or use equivalent punctuation.
 3. It is plagiarism to copy words and then change them a little, even if you give the source. Putting someone else's ideas into your own words so it's not a direct quotation is called "paraphrasing." Paraphrasing is fine when you cite the source and indicate the new expression is actually your own. When it's not -- when the expression remains substantially similar to the source as a whole or in one of its parts -- it's plagiarism. Even if not specifically prohibited by the instructor, "writing" a paper by copying words and then altering them violates Anahuacalmecac's basic assumption about writing and may easily result in a charge of academic misconduct. To count as "your own words," your paper must be so significantly different from your sources that a reasonable reader would consider it a new piece of writing. If it's not -- if "your writing" is substantially similar to somebody else's where individual variations would be expected, it's plagiarism.
 4. Even if you express them in your own words, it is plagiarism to present someone else's ideas as your own. It is plagiarism to present someone else's original arguments, lines of reasoning, or factual discoveries as your own, even if you put the material in your own words. To avoid this form of plagiarism, cite the source.
 5. The rules against plagiarism apply to all assignments. Take-home tests, comprehensive examinations, "review of the literature" sections of theses or dissertations, and all other assignments are subject to these rules. There is basically no assignment that can be satisfactorily

completed by copying.

ATTENDANCE

EXCUSED ABSENCES FOR CLASSROOM BASED ATTENDANCE

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Anahuacalmecac policy.

A STUDENT'S ABSENCE SHALL BE EXCUSED FOR THE FOLLOWING REASONS:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Jury duty in the manner provided by law;
6. Participation in religious instruction or exercises in accordance with School policy:
 - a. In such instances, the student shall attend at least the minimum school day.
 - b. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the Director of Schools or designee shall be required for absences:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester;
5. Employment interview or conference.

In addition, if a student is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours.

METHOD OF VERIFICATION When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The Charter School shall subsequently record the following: a. Name of student; b. Name of parent/guardian or parent representative; c. Name of verifying Charter School employee; d. Date or dates of absence; and e. Reason for absence.
3. Visit to the student's home by the verifying Charter School, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
 - a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. When a student has had 5 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students in grades K-6 should not be absent from school without their parents'/guardians' knowledge or consent except in cases of medical emergency. Students in grades 7-11 should not be absent from school without their parent's/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students and to all students in grades 7 through 11, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

UNEXCUSED ABSENCES/TRUANCY FOR CLASSROOM BASED ATTENDANCE

The administration, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants may be referred to the appropriate law enforcement agency and may not be readmitted to the Charter School the following semester or academic year. When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation. Further, the School Attendance Review Board or probation officer may request a juvenile court petition on behalf of the student.

A STUDENT'S GRADES MAY BE AFFECTED BY EXCESSIVE UNEXCUSED ABSENCES IN ACCORDANCE WITH SEMILLAS POLICY.

Pursuant to the California Education Code, students shall be classified as truant if absent from school without a valid excuse three full days in one school year or 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. Such students shall be reported to administration.

The parent/guardian of a student classified as a truant shall be notified of the following:

- a. The student is truant;
- b. The parent/guardian is obligated to compel the student to attend school;
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
- e. Anahuacalmecac International University Preparatory of North America are schools of choice, truancy will be construed as the choice not to participate in the academic program the charter school offers, therefore, the student may not be readmitted to the charter school by the written order of the Administration.
- f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse; and/or
- g. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

ABSENCE POLICY

There will be a limit to the number of unexcused absences allowed. A child is considered absent when she or he is not in school. Excused absences are absences where a student has medical, legal, dental appointments, a death in the family or for other justifiable reasons outlined above. All absences require appropriate documentation, i.e., note from doctor or medical facility, court documents, etc. Failure to provide such documentation may result in the

student not being readmitted.

ABSENCE POLICY & CONSEQUENCE CHART

Number of Absences

Consequence

1 Unexcused – Official Notice from the school 2 Unexcused – Conference with Teacher and/or Principal/Administrative Designee, and Parent/Guardian 3 Unexcused – Identified Habitual Truant; Student Success Team meeting will be scheduled; May not be readmitted to the school the following semester and will be voluntarily withdrawn.

TARDY POLICY

There will be a limit to the number of unexcused tardiness allowed. A child is considered tardy when she/he arrives after the reporting time, which will be provided to parents the first week of classes. Parents can request a school schedule at any time. Tardiness is excused if a student has a medical, dental, legal appointment or there has been a death in the family. An excused tardy require appropriate documentation, i.e., note from doctor or medical facility, court documents, etc.

TARDY POLICY & CONSEQUENCE CHART

Unexcused Tardiness Consequence

1-3 Official Notice sent after the 3rd tardy. 4-6 Official Notice sent after the 6th tardy, intervention conference with teacher and parent/guardian. 7-9 Official Notice sent after the 9th tardy, Student Success Team conference with teacher parent/guardian and the Principal/Administrative designee scheduled. 10 Notice sent after the 10th tardy. 11 Not be readmitted to the school the following semester and will be voluntarily withdrawn.

Although a tardy has been excused, it is important for the Home and School to communicate and support the student in making up missed assignments. All students are expected to arrive to school on time. School begins at 7:45 a.m. whenever a child enters a classroom late, it disrupts the entire class. Tardy students will be held in the office and be admitted to class upon receipt of a tardy slip. Tardy students need to be accompanied to the office by a parent or guardian. Please try to avoid this by arriving early rather than on time.

SUPPORTING AND ADHERING TO THE SCHOOL DISCIPLINE POLICY

DISCIPLINE POLICY Definition of Discipline: n. 1. Training, especially training of the mind or character. Children who are disciplined are willing to work hard enough to achieve excellence. 2. A trained condition of order and obedience. Learning a language imposes a discipline on the mind. 3. Order kept among school pupils, soldiers, or members of any group. When the fire broke out, the students showed good discipline. v. 1. To train; bring to a condition of order. I must discipline myself to exercise 25 minutes a day.

Based on these definitions, it is clear that discipline is a good thing! We all want to be disciplined in character and mind. Discipline helps us produce consistent, positive results.

GOALS

A main goal of Anahuacalmecac International University Preparatory of North America is to facilitate the development of disciplined individuals and communities of learners. To assist in this, School staff implements incentive programs to recognize and reward students that demonstrate good discipline and citizenship. Additionally, it is constantly stressed that the most important reward for these students is the creation of a productive school environment and the student's own self-improvement.

STUDENT DISCIPLINE REVIEW COMMITTEE

A SDRC committee meeting will be scheduled when there are serious, ongoing discipline issues, or a suspension/expulsion decision pending.

SDRC Committee is composed of:

- An Administrator (or designee)
- A Teacher
- A counselor (when deemed necessary by the school)
- A Board Member (when deemed necessary by the school)
- Trained School Personnel
- Parents/Guardians

The Parent will be provided at least 24 hours' notice for the arrangement of a meeting with the SDRC.

The SDRC considers the following: 1. Student Behavior 2. Existence of a Student Contract 3. Alternatives to suspension 4. Consideration of escalation of disciplinary consequences 5. Parent roles and responsibilities 6. Recommendations to the classroom teacher or referral to an SST (Student Success Team) process 7. Possible family intervention or support 8. Suspension 9. Expulsion 10. Counseling (school based or agency referral) 11. Community service

CODE OF CONDUCT

Students at Anahuacalmecac International University Preparatory are considered MOMACHTIN (One who enables himself constantly to learn and perfect himself). With this ancestral teaching in mind, high cultural expectations of student discipline are required at all times. Students are expected to hold firmly to the three fundamental principles of respect, work, and never give up, making them XINAXTIN (Chosen seeds for the future). Students are expected to be safe, orderly, and respectful of the rights of others at all times. All students at Anahuacalmecac International University Preparatory:

1. Will be courteous and respectful to each other and to all staff members.
2. Will express themselves, both verbally and nonverbally, in a polite and nonviolent manner.
3. Will follow directions the first time given by any staff member.
4. Will wear clothing that meets the uniform policy and school expectations.
5. Will keep school buildings and grounds, furniture, instructional materials and all equipment in good condition.
6. Will obey all rules, regulations, ordinances and laws, whether at school or out of school. Will accept responsibility for their actions and inactions.
7. Will not bring on campus (nor use) weapons of any kind, tobacco, alcohol or any other controlled substance or paraphernalia.

Not following the Code of Conduct may require the School to administer appropriate consequences to help maintain a safe environment and to effectively discipline students, including expulsion and/or not being readmitted the following semester or academic year.

To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or interferes with learning. Examples of inappropriate behavior include:

- Not following directions o Pushing o Rude talk
- Tripping o Running in class and hallways
- Hitting o Eating in class (Only with teacher permission in case of emergency)
- Disobedience
- Inappropriate touching
- Littering
- Teasing
- Spitting

- Chewing gum
- Play fighting
- Speaking out of turn
- Play wrestling
- Lying
- Misusing equipment
- Gossiping

Each teacher will discuss the above behaviors together and agree upon appropriate consequences, which may differ slightly from class to class. One consequence that can be administered by the teacher is an Office Referral.

OFFICE REFERRALS

It is at the discretion of the Teachers to refer a student to the office for administrative intervention. If this happens, the student will be sent to the office with a referral. Depending upon the specific circumstances surrounding the student's behavior, a student may remain at the office for a short "time out" period, or may need to stay longer. On the day a student receives a referral, he/she may not be permitted to play at recess time. Additionally, the parent or guardian may be notified to immediately pick up the student and the student may remain in the office or benched until he/she is picked-up.

Upon each referral, the student's parent or guardian will be called and informed of the policy violation(s). After the third referral, the following actions will be taken:

1. The student's parent or guardian will be called and informed of the policy violations(s).
2. A date will be set for the parent or guardian to come to school for a mandatory conference and a time set for their classroom sit-in time.
3. The student may not return to school until the parent or guardian comes for a conference and/or completes the required classroom sit-in time.
4. **The fourth office referral can result in a suspension.**

SUSPENSION

The following behaviors may result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person
- Fighting
- Biting
- Forgery
- Lying
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, or other school officials.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property.
- Possessing or using tobacco, alcohol or controlled substances.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Sexual advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- Causing or attempting to cause harm to individuals through the use of hate language.
- The fourth office referral a student receives.

All suspensions will be done at home, unless otherwise noted on the suspension letter. A student who commits one of the above violations will be sent home for the remainder of that school day and for the next consecutive school day. After a student's second suspension in one (1) school year, the student may not be able to participate in some school activities. After a student's third suspension in one (1) school year, it is up to the discretion of the parent or

staff to schedule a meeting with the Student Discipline Review Committee. If such a meeting is called, the Discipline & Intervention Committee will be responsible for designing an appropriate intervention plan. If the student or the parents fail to comply with the recommendations made by the Discipline & Intervention Committee, the student may become eligible for expulsion.

All disciplinary interventions enacted by the Charter School will be done in accordance with the provisions set forth in the School's approved charter documents. A student's fourth suspension can result in a suspension of up to three days. After all suspensions, the parent and student must meet with the teacher and/or school administrator before the student is allowed to return to class. School administration has the discretion to suspend a student for up to three days depending on the severity and the frequency of the student's inappropriate behavior.

EXPULSION

The following behaviors may result in an immediate expulsion:

Causing serious injury to another person Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous object. Unlawful possession of, use or sale of any controlled substance. Robbery or extortion. Offering, furnishing, or selling any drug paraphernalia. Criminal behavior and/or other persistent, severe policy infractions. Suspension for more than ten (10) days in any one school year. Non-adherence to the School's Absence/Tardy Policy. Terrorist threats, hate violence, hate crimes, sexual assault, or battery.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Anahuacalmecac. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall establish procedures for student suspension and expulsion and it may be amended from time to time. Anahuacalmecac staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Anahuacalmecac will adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process. The rights of students shall be maintained during expulsion hearings including the right to counsel, the right to present evidence, and the right to confront and cross-examine adverse witnesses. A student may be suspended or expelled for any of the acts enumerated in this section, including, but not limited to, the following:

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

CLASSROOM FORMAL OBSERVATION TIME After an office referral, the student's parent or guardian may be required to come to school and sit in the classroom with the student. They must do this for a minimum of one hour. Depending upon the severity of the student's behavior, a longer period of time may be required. If, for some reason the parent or guardian is not cooperative with this process, then the student may be suspended at home and may then be considered for expulsion.

PARENT SUPPORT Parents and home life are an important influence in shaping the character and attitudes of children. There are many ways that parents can work with the school to improve behavior, both at home and school. Some tips that might be helpful about a child's development include:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

MODELING AND TEACHING GOOD MANNERS AT HOME. Examples include:

Using polite and courteous language—saying please and thank you; not interrupting people while they are speaking and saying excuse me if it is absolutely necessary; walking over to people to ask them a question rather than calling from the other side of the house (this behavior is very disruptive in the classroom);

Talking to your child/children about behavior reports and providing an incentive for their success. (A hug, or special time together for example.)

Seriously addressing problem behaviors that are reported by the school. Consider removing telephone, video game, television and other privileges from children after experiencing school problems. These actions will demonstrate your support for the school and discourage the problem behaviors from recurring.

Take time to discuss the importance of discipline with your child/children regularly. Become more disciplined in a challenge area for yourself, (i.e. dieting, exercising, speaking a second language) and talk about your progress/challenges with your child/children.

Support the school's policy in discussions with your child. If you are frustrated and demonstrate disrespect for the school's policies, it is likely that your child/children will too.

Take time to talk with children regularly. A child who can effectively communicate his/her needs and issues is less likely to try to communicate through physical force.

Consider the possible impact of television and movies that you and your children watch; consider alternative activities like playing cards, reading, or working together on a puzzle.

Adhering to the school's uniform policy

UNIFORM POLICY

As a means of promoting academic success, student safety and cultural pride among our students and staff, Anahuacalmecac's Head of School, Marcos Aguilar, and the school teaching staff introduced a new policy to positively promote compliance with our school's dress code and uniform policy. The basic intent of these policies is to promote a healthy school culture focused on preparation for college and an appreciation of each student's unique identity and gifts. As a community of learners, we recognize that our students are uniquely gifted to contribute to their collective positive self-esteem. By allowing students to design their own unique uniforms, students can both engage in self-expression and support school-wide policies towards school safety.

Here is how it works.

Once a month, students will be allowed to purchase a new shirt or bring a clean shirt from home with no other logos. Shirts must be crew neck t-shirts, polo shirts or V-neck shirts – NOT undershirts. Students will be able to select from a variety of student designed, school approved logos. Shirts will be made available for sale for approximately \$5.00 in an assortment of colors including green, red, yellow, black, charcoal and blue. Their shirts will be silkscreened on site and when possible students will be able to silkscreen their own shirts.

Charcoal polo shirts embroidered with the Semillas logo will be made available for sale for all Anahuacalmecac staff, students and parents for a modest cost of \$10 (subject to availability and price increases). Any previously owned blue uniform shirts will be allowed as well all academic year.

Uniforms promote a school-wide theme allowing students to focus on learning as opposed to the latest fashion designs. Evidence suggests that uniform policies, if applied fairly, instill a sense of unity, pride, and discipline while reducing jealousy and peer pressure. For the 2018-19 school years, uniforms are required under the new pluriforms policy described above.

Students must wear

- Black shorts/skorts/skirts (must reach down to past fingertips when standing with hand at their sides), long pants, jeans, or skinny jeans; Shorts and pants must fit appropriately.
- Solid, red polo shirt or cotton shirt with collar, sleeves or long sleeves for grades 6th-12th
- Shoes with flat rubber soles, or shoes appropriate for school setting.

UNIFORM FREE DAY POLICY – at times the school may authorize students to dress out of pluriform policy. When appropriately authorized and scheduled students must:

- Follow the school Dress Code
- Clothes or accessories cannot contain offensive or derogatory logos/writing
- As part of Anahuacalmecac's student dress code, students must abide by the following:
 - Shorts/skorts/skirts must reach down to past fingertips when standing with hand at their sides
- No leggings or jeggings
- Huaraches (leather sandals) are preferable for Danza only
- No skate shoes, or unusually heavy or high-heeled shoes are allowed due to the fact that these interfere with the students participation in physical activities and may actually injure the child's feet, legs and back.
- No platform shoes or open toe shoes

- No slippers or flip-flops
- No baseball caps, beanies (unless the weather is cold), or hats
- No sagging pants
- No halter tops
- No attire exposing midriffs (abdominal area – tummy or back) or cleavage
- No cut-off tops No spaghetti straps (no smaller than two fingers)
- No facial or body piercings: Due to the standard of care required to properly care for such piercings, the school setting is not appropriate for students experimenting with facial and body piercing (outside of ear rings/spools, particularly for cultural rites of passage).

If a student fails to comply with the above stated dress code, he or she will be asked to change/remove article or parents will be notified to come change/remove article themselves. If a student refuses to change/remove the article or if a student repeatedly violates this policy, a parent meeting will be called for. Further, as part of Anahuacalmecac's school safety plan, students are prohibited from wearing gang-related apparel or accessories. Such items may include certain types of shoes and belt buckles. The Head of School or designee will have sole discretion to determine whether apparel or accessories are gang-related. Failure to comply with this policy will result in student discipline. Additionally, students shall refrain from wearing excessive make-up while on campus.

DRESS CODE/CONDUCT

At Anahuacalmecac safety is of paramount importance. As such, Anahuacalmecac believes that requiring students in school settings to conform to a dress code improves student behavior, reduces differences among socioeconomic levels, and enhances students' self-confidence.

As part of Anahuacalmecac's student dress code, student must abide by the following:

- Shorts/skorts/skirts must reach down to past fingertips when standing with hand at their sides
- No leggings or jeggings
- Huaraches (leather sandals) are preferable for Danza only
- No skate shoes, or unusually heavy or high-heeled shoes are allowed due to the fact that these interfere with the students participation in physical activities and may actually injure the child's feet, legs and back.
- No platform shoes or open toe shoes
- No slippers or flip-flops
- No baseball caps, beanies (unless the weather is cold), or hats
- No sagging pants
- No halter tops
- No attire exposing midriffs (abdominal area – tummy or back) or cleavage
- No cut-off tops
- No spaghetti straps (no smaller than two fingers)
- No facial or body piercings

If a student fails to comply with the above stated dress code, he or she will be asked to change/remove article or parents will be notified to come change/remove article themselves. If a student refuses to change/remove the article or if a student repeatedly violates this policy, he or she will be disciplined, which may include suspension or expulsion.

Further, as part of Anahuacalmecac's school safety plan, students are prohibited from wearing gang-related apparel or accessories. Such items may include certain types of shoes and belt buckles. The administrator or designee will have sole discretion to determine whether apparel or accessories are gang-related. Failure to comply with this policy will result in student discipline. Additionally, students shall refrain from wearing excessive make-up while on campus. Further, inappropriate contact by students is strictly prohibited, including but not limited to kissing, hugging or holding hands.

FUNDRAISING POLICY

All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Council of Trustees, School Site Council or Administration. The Council of Trustees shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Council of Trustees shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Due to safety and liability issues and in accordance with State, Anahuacalmecac International University Preparatory of North America will not sponsor the following fundraising activities:

1. Raffles or games of chance
2. Rides, either mechanical or animal
3. Activities that include the use of darts or arrows
4. Activities in which objects are thrown at a live target
5. Dunking persons into water tanks
6. Destroying old cars or similar objects by hammers, etc.
7. Sales of cosmetics, used jewelry or used clothing.
8. Activities which use a trampoline or mini-trampoline (moon bounce, bouncers)
9. Car washes
10. First Aid booth

HEALTH

FOOD/NUTRITION

It is very important that your children eat a well-balanced diet. Please make an effort to feed your children nutritious foods before they come to school.

Students should arrive to school with their snack and lunch if they do not have meal plans with the school. No lunch or snacks will be delivered to students. The school does not provide microwave or refrigerator use for students. Parents may drop off at the office healthy snacks and lunch for students. MYP students are encouraged to bring an afternoon snack.

SNACK POLICY

The following are suggested healthy snacks: Fruit, vegetables, sandwiches, crackers, bread, (real) fruit juice, water, pretzels, granola bars, and nuts.

The following snacks are NOT allowed; these items may be confiscated and disposed of by Staff if found: Candy, gum, chocolate, soda and caffeinated drinks, including "energy drinks."

HYGIENE

It is very important that your children come to school clean. This means that they brush their teeth every day and bathe on a regular basis. With older students, body odor becomes an issue. Your children are very active, and we live in a warm environment. Please provide deodorant for your child. When children come to school unclean, other children notice their lack of hygiene. This can lead to teasing and avoidance by other students. Please do everything possible to enable your child to have positive social relationships.

SLEEP

It is very critical that your children get the appropriate amount of sleep. They are all growing and need to be well rested before they come to school. When a child is going through a growth spurt, they require more sleep than normal. Children generally require anywhere from 8 to 12 hours of sleep nightly. Please help your child get the right amount of sleep.

ILLNESS

If your child is ill, please call and inform the office. For your own child's protection and the protection of others, please do not send him/her to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. Please make an effort to get a copy of the homework your child missed during his/her absence.

IMMUNIZATIONS

New students will not be enrolled unless a written immunization record provided by a physician or the health department is presented at the time of enrollment and immunizations are up to date. There are new requirements for Hepatitis B and Measles-Mumps-Rubella vaccines (MMR) immunizations for new enrollees entering pre-school and kindergarten.

WHOPPING COUGH

Students in grade 7-12 must be immunized with TDAP. Students who require additional vaccine doses or who lack a written record are no longer allowed a grace period. All students new to the school must show that they have received all currently required immunizations in order to be enrolled.

The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school.

TUBERCULOSIS CLEARANCE

All new kindergarten students and all new first grade students who have never attended kindergarten must present a written report (usually on the immunization record) provided by the private physician or health department, giving the results of a Montoux test for tuberculosis done within one year prior to school entry.

All other new students entering grade 1-6 who have never attended any school in California, must present documentation of the results of a Montoux test done at some previous time. Students entering at any grade level from any other California school (public, private, or parochial) are exempt from the requirement.

HEALTH AND MEDICAL CONDITIONS

The school office and designated administrator must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange to meet with the parent and necessary school staff to develop an accommodation plan for the student's medical condition. Students with diabetes, severe asthma, and severe allergies should have an accommodation plan at the school.

MEDICATIONS AT SCHOOL

Students may not carry or use medication on campus without written consent. A student who needs to take medication during school hours must have a statement to this effect on file at the school, signed by the prescribing physician and the parent/guardian. Self-administration of medications may be permissible by special arrangement with the school administrator. The required forms are available from the school office or administrator. School personnel do not prescribe or give advice regarding any kind of medication. If a child is taking medication, it is in his/her best interest to arrange a schedule so that a parent or legal guardian can administer the medication.

PHYSICAL EXAMINATIONS

A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention (CHDP) guidelines is required for all first grade students within 18 months prior to entry or up to 3 months after admission to the first grade. A CHDP or equivalent examination may be done by a private physician, by a health department clinic, or, in some instances, by the District CHDP staff. A blood test to determine lead level is part of this examination.

TREATMENT AND SCHOOL RELATED INJURIES

It is the policy of the school to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs, cold compresses, or Band-Aids as needed. Parents will be notified about minor injuries at the discretion of the administration. When confronted with more serious injuries/illnesses, school staff will contact parents, and, if appropriate, transport the student to the nearest hospital emergency department or call 911 for assistance. It is the responsibility of the parents to update school medical and emergency information.

COMMUNICABLE DISEASE

Communicable disease inspections will be conducted periodically. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met.

LICE

Outbreaks of lice in Los Angeles are very common. The School follows the suggested preventative routines outlined by the Los Angeles County Health Department. These routines include periodic head checks and disinfecting of all necessary areas in the school. If you discover that anyone in your family has lice, please notify the school immediately. If it is discovered that your child has lice in his/her hair, they have a letter sent home informing parent/guardian of condition and appropriate treatment.

RINGWORM

Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor's note indicating that the ringworm is not contagious and the student may be readmitted.

CHICKEN POX

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chicken pox presents a particular hazard should contact the school to facilitate communication. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

OTHER MEDICAL CONDITIONS

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration.

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider. A current emergency information card must be on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child.

SPEECH, HEARING AND EYE EXAMINATIONS

It is recommended and strongly encouraged that parents arrange annual speech, hearing, and eye examinations.

VACCINATIONS

Please check with a doctor to make sure that your children have been vaccinated and are up to date with all of them. The school can provide you with a list of agencies that provide free vaccinations.

CHRONIC CONDITIONS

For your child's safety, the school must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. You are required to notify the office and your child's teacher. Failure to notify the office and/or administration of such conditions will result in an unsatisfactory rating in the family evaluation.

SEX EDUCATION COURSES COMPLYING WITH THE CALIFORNIA COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION ACT

Schools are required:

1. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancies and sexually transmitted diseases.
2. To encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

Notice and Parental Excuse: Schools should encourage students to communicate with their parents or guardians about human sexuality and HIV/AIDS and to respect the rights of parents or guardians to supervise their children's education on these subjects. Furthermore, schools should establish procedures that make it easy for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS prevention education so that they can decide whether or not to have their child participate in all or part of the instruction or evaluation. In this regard, schools should honor the principle that parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children. In accordance with Education Code section 51938, a parent or guardian of a student has the right to have the child participate or not participate in all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education under the following conditions:

1. At the beginning of each school year or for a student who enrolls later, schools must notify parents or guardians about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors that will be used in instruction. The notice to parents or guardians must include all of the following information:
 - That the written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.
 - That schools may teach comprehensive sexual health education and HIV/AIDS prevention education using school personnel or outside consultants and if by outside consultants, the parent or guardian must be further informed that the school may provide such instruction in the classroom or in an assembly using guest speakers and in either instance must further inform the parent or guardian of (a) the date of the instruction; (b) the name of the organization or affiliation of each guest speaker or speakers; and (c) the right of the parent or guardian to request a copy of this subsection, Section 51933, and Section 51934. Furthermore, if the arrangements for such instruction by outside consultants or guest speakers are made after the beginning of the school year, the notice to parent or guardian must be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.
 - That the parent or guardian has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.
 - That the parent or guardian may request in writing that his/her child not receive comprehensive sexual health education or HIV/AIDS prevention education.
2. Schools must continue to meet the requirements of Section 51513 which states that no questionnaire, survey, or examination containing any question about the student's personal beliefs or practices in sex, family life, morality, or religion or any questions about the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion can be administered to any student in Grades K-12 unless the parent or guardian of the student is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the student to participate in the

activity. Schools may, according to this Act, administer in Grades K-12 anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the parent or guardian is given the opportunity to review the material and to request in writing that his or her child not participate. A student must not attend any class in comprehensive sexual education of HIV/AIDS-prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the student from participation. A student must not be subject to disciplinary action, academic penalty, or other penalty if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks. While comprehensive sexual health education, HIV/AIDS-prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

AUTHORIZED COMPREHENSIVE SEXUAL HEALTH EDUCATION

1. The school may provide comprehensive sexual health education—which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases—in Grades K through 12.
2. The school may use trained personnel or outside consultants who know the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. The instruction must meet the following requirements:
 - The instruction and the materials used to teach must be suitable for the intellectual emotional, and behavioral ability of students of the age being taught.
 - All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal agencies and professional organizations with expert knowledge in health matters.
 - Instruction must be available on an equal basis to a student who is an English learner (described in subdivision (a), Section 306) consistent with the existing curriculum and alternative options for an English learner.
 - Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural background, and students with disabilities.
 - Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
 - Instruction and materials must encourage students to talk with their parents or guardians about human sexuality.
 - Instruction and materials must teach respect for marriage and committed relationships.
 - Starting in Grade 7, instruction and materials must teach that not having sexual intercourse is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse has other personal and social benefits, as well. Also instruction and materials must provide medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
 - Starting in Grade 7, instruction and materials must provide information about sexually transmitted diseases, including how they are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local sources for testing and medical care for sexually transmitted diseases.
 - Starting in Grade 7, instruction and materials must provide information about the effectiveness and safety

of all FDA approved contraceptive methods in preventing pregnancy, including emergency contraception, and other approved means.

- Starting in Grade 7, instruction and materials must provide students with skills for making and carrying out responsible decisions about sexuality.
- Starting in Grade 7, instruction and materials must provide students with information on the fact that a parent or other person who surrenders physical custody of a baby three-days old or younger at a lawfully identified hospital or “safe-surrender site” will not be prosecuted, as detailed in Section
 - 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code. 3. The school that teaches comprehensive sexual health education earlier than Grade 7 may provide age-appropriate and medically accurate information on any of the general topics contained in paragraphs 8 through 12 immediately above and if doing so starting in Grade 7 or earlier must comply with the following paragraphs:
- Instruction and materials must not teach or promote religious doctrine.
- Instruction and materials must not reflect or promote bias against any person on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability (as listed in Section 220 of the Education Code), or ancestry, gender, or sexual orientation (as further listed in Section 422.6 of the Penal Code).
- REQUIRED HIV/AIDS PREVENTION EDUCATION 1. School districts must provide students in Grades 7 to 12 with HIV/AIDS prevention education at least once in middle school and once in high school from instructors trained in teaching the subject. 2. HIV/AIDS prevention education, whether taught by school district personnel or outside consultants, must meet the requirements stated in paragraphs 1 through 6 of Section 51933 above and paragraphs 1 and 2 at the end of Section 51933 above; must accurately reflect the latest information and recommendations from the United Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences; and must include the following.
 - Information on the nature of HIV/AIDS and its effect on the human body.
 - Information on the manner in which HIV is and is not transmitted and on activities that present the highest risk of HIV infection.
 - Discussion of methods to reduce the risk of HIV infection and instruction that emphasizes that sexual abstinence, monogamy, avoidance of multiple sexual partners, and avoidance of intravenous drug use are the most effective means of HIV/AIDS prevention and that includes statistics on the latest medical information on the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection and on methods that may reduce the risk of HIV transmission from intravenous drug use.
 - Discussion of the public health issues associated with HIV/AIDS.
 - Information on local resources for HIV testing and medical care.
 - Instruction on the development of refusal skills to help students overcome peer pressure and use effective decision-making skills to avoid high-risk activities.
 - Discussion about societal views on HIV/AIDS and instruction that emphasizes understanding of stereotypes, myths about people with HIV/AIDS, and compassion for people living with HIV/AIDS.

IN-SERVICE TRAINING FOR STAFF

1. Through regional planning, joint powers agreements, or contract services with stakeholders in the community, the school must plan for and conduct in-service training on HIV/AIDS-prevention education for all their personnel.
2. School must develop and provide in-service training on HIV/AIDS-prevention education jointly with the State Department of Education and the teachers who will teach the HIV/AIDS-prevention education.
3. School must conduct in-service training on HIV/AIDS-prevention education periodically to enable personnel to learn new developments in the scientific understanding of HIV/AIDS. Such in-service training

should be voluntary for personnel who have demonstrated expertise or have received in-service training from the State Department of Education or the federal Centers for Disease Control and Prevention.

4. The School may expand HIV/AIDS in-service training and include personnel who provide comprehensive sexual health education to enable them to learn of new developments in the scientific understanding of sexual health. School may contract with outside consultants who are experts in comprehensive sexual education or HIV/AIDS-prevention education, who have developed multilingual curricula, or who have developed curricula appropriate for persons with disabilities to deliver the instruction or train school personnel.

COMMUNICATION

HOME/SCHOOL COMMUNICATION It is very important that the communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar on a regular basis. A monthly calendar and/or newsletter will be sent to you regularly. Every Thursday, the School sends home with the oldest child the Family Envelope, which contains important notices and fliers. To promote home/school communication with your child/children, please review the contents of the envelope as part of the homework routine.

FOLLOW THESE TIPS TO EFFECTIVELY COMMUNICATE. . .

. . . **WITH TEACHERS** you can contact a teacher by:

- Calling the school and leaving a message for the teacher.
- Making an appointment.
- Writing a note.

. . . **WITH THE OFFICE** If you need to speak to an administrator, please call the office at 323-352-3148. If someone is not available to speak to you immediately, please leave a message and someone will return your call. If you need to speak to someone about an issue that may take more than 5 minutes, please make an appointment with the appropriate person. This is the best way to ensure that you will receive undivided attention.

. . . **WITH YOUR CHILD DURING THE DAY** If you need to communicate with your child during school hours, call the office and leave a message for him/her. That message will be given to your child. A child will only be called to the phone if it is an emergency. Please make all car-pool or after school pick up arrangements with your child before school.

THE SCHOOL SCHEDULE FOR THIS SCHOOL YEAR IS ATTACHED. PLEASE NOTE THE EARLY DISMISSAL DAYS.

CONFERENCES Formal and informal conferences are one way that you, as the parent, can stay informed of the progress of your child.

INFORMAL CONFERENCES

PYP - You may set up an appointment to meet with a teacher whenever you feel it is necessary.

MYP – Teacher have designated office hours for you to come in without an appointment and discuss any concerns regarding your child in their classroom. If needed, you may set up an appointment to meet with a teacher.

STUDENT LEAD CONFERENCES

Both the PYP and the MYP will be conducting Student Lead Conferences. Your child will be in charge of informing you of where they stand in their academic progress by reviewing examples of their work and grades obtained.

In order to get the most out of a formal conference, you should be on time and may want to:

- Have questions prepared: Focus on your child before coming to the conference. Take a moment to write down questions and concerns that you wish to discuss at the conference.

- Take notes during the meeting.
- Share any relevant information: If there are some stressful factors in your child's life, you may wish to mention them at the conference. It is helpful for a teacher to know what may be influencing a child's attitude, behavior, or performance.

EXPRESSING CONCERNS

If you have a concern regarding the performance of an employee or if you have any other concerns related to the school, Concern Forms and/or Complaint Forms are available. Please call the main office and follow the below procedure:

COMPLAINT PROCEDURE

1. Call the Office Manager to notify them of your concern.
2. You may be required to make a formal complaint with the Main Office in writing. A complaint form will be provided to you for this purpose.
3. The supervisor or designee of an area will be notified of your concern.
4. The supervisor or designee will contact you notifying you that your concern was received and the actions to be taken within a 24-hour period.
5. The supervisor or designee will contact you to explain the outcome of any investigation regarding the complaint within a 5 work day period. Please keep in mind that an investigation may take more than 5 days.
6. The parent may request a meeting with the supervisor or designee to discuss the outcome of the complaint.

COMMUNITY USE OF FACILITIES

SCHEDULE

Charges for use of meeting rooms at a time when the Charter School personnel are not present shall be as follows:

1. Los Angeles City zoning requirements limit the use of the facilities for Anahuacalmecac International University Preparatory between 7:00am and 7:00pm.
2. School facilities will be restricted to the use of the School, its functions and other functions as approved by the School Administrators and or the Executive Director.
3. All damage and/or abuse of meeting rooms will be charged for according to the direct time and materials involved to return the meeting room to its original condition. Damage and cost involved will be determined by the Executive Director and the user billed.

PRIORITY OF USES

Because the Charter School has a limited number of rooms, demand for use that exceeds the number of rooms available shall be satisfied according to the priority ranking (highest to lowest). If a request for a higher priority use is received for a given facility ten or more work days prior to the date on which a tentative use has been granted, the tentative assignment shall be canceled and the facility assigned a higher use.

1. Activities required by, or in furtherance of, the responsibilities of the Charter School.
2. The State Superintendent of Public Instruction, the State Board of Education, or federal educational agencies.
3. Elementary, secondary, unified, and community college districts in the Charter School's county.
4. Private nonprofit organizations serving handicapped children in the Charter School's county.
5. Other school-related private nonprofit organizations.
6. Public universities in the Charter School's county.
7. Other local government.
8. Agencies other than state and federal agencies.
9. Other private, nonprofit organizations
10. Other private groups or individuals.

PROHIBITED USES

The following public uses are prohibited:

1. The operation of any powered machinery of any type except for office and audiovisual equipment.
2. The use of open flame except as part of an established ritual under adult supervision.
3. Any use by employees of the Charter School for profit.
4. The sale, deliver, or consumption of alcoholic beverages.
5. Any use in such a fashion as to institute a monopoly on such use by any organization or individual.
6. Any use for which an admission fee is charged, except where such fee is charged by a nonprofit organization or governmental agency.
7. Any use which interferes with or is likely to interfere with the instruction of students or other operations of the Charter School. 8.
8. No alcoholic beverages or controlled substances are to be consumed, sold, given away or delivered to any person on the property of the Charter School. Any person deemed to be under the influence of alcoholic beverages or controlled substances will be denied participation in the activity being conducted on the Charter School property and may be barred from having or receiving any future privilege of use of the Charter School facility.
9. Smoking is not allowed inside any of the buildings. The Charter School facility is a designated “No Smoking” facility.
10. Any City or County ordinances governing such activities will be applicable to activities under these rules and regulations.
11. Profane language, gambling, or fighting, will be considered misconduct and will be cause for cancellation of permission for use.
12. Any activity prohibited by federal or state law shall not be permitted on Charter school premises at any time. Any such activity will be considered misconduct and will be cause for cancellation of permission for use. The Charter School will notify the appropriate law enforcement authority in the event such misconduct occurs.

UPDATES OR MODIFICATIONS TO STUDENT & PARENT HANDBOOK

Anahuacalmecac International University Preparation of North America reserves the right to make any updates or modifications to this Handbook in accordance with applicable State and Federal laws and Council of Trustees Policy. In the event that updates or modifications are made, students and parents will be notified of such in a timely fashion.

INDEX

Page 2

- Overview of the organization
- What is a charter school?
- What does the charter school status mean for the school?
- Autonomy
- Accountability o Our vision

Page 3

- Our mission
- Three fundamental principles
- Organizational directorate
- Governance structure
- Council of trustees o Advisory board

Page 4

- Equal opportunities
- Nondiscrimination statement
- Parents' right to know

Page 5

- Title IX and students
- School day schedule
- Emergency card
- Emergency release from school

Page 6

- Leaving the school during the day
- Drop off and pickup students / parking policy
- General guidelines o Arrival and departure of charter school students o Procedures o Parking

Page 7

- Federal and state laws affecting family Educational rights and privacy
- Challenges to pupil record information

Page 8

- National school lunch and school breakfast program policy
- Meal program
- Meal application
- Applications
- Qualifications

Page 9

- Prices for students
- Meal account deposit
- Non-eligible students meal account deposit
- Parent meal responsibilities

- Standardized testing

Page 10

- Sexual harassment policy

Page 11

- Sexual harassment policy guidelines

Page 12

- Child abuse
- Reporting requirements
- Special education
- Students with disabilities/medical conditions under section 504
- Students with disabilities and special education

Page 13

- Student success team (SST)
- Student success team meeting

Page 14

- Safe school plan
- Preparing for emergencies
- What can parents do to be better prepared?
- Responding to emergencies

Page 15

- What can parents do during an emergency?
- Field trips
- Text books/school materials
- Student telephone use

Page 16

- Cell phone policy
- Lost and found
- Substitutes
- Non-school related property
- Visiting the school
- Volunteer policy
- Goal

Page 17

- Parent volunteer o School commitment o Volunteer opportunities
- Parent participation / commitment time
- Family evaluations
- Component 1: home academic support
- Component 2: school support
- Component 3: parent participation

Page 18

- Parent meetings
- Parents in the classroom
- Fulfilling the parent agreement

Page 19

- Parent participant and parent volunteers
- Scheduling o Schedule deadline
- Volunteer brigades
- Parent compact

Page 20

- Homework policy
- Homework supplies
- Ways to assist, monitor and sign homework

Page 21

- Ensuring that your child is “ready to learn” o Following through with school recommended actions
- Parents agree to provide school support by adhering to the school’s attendance and absence/tardiness policies outlined below:
 - Attendance
 - Excused absences for classroom based attendance
 - A student's absence shall be excused for the following reasons:

Page 22

- Method of verification

Page 23

- Unexcused absences/truancy for classroom based attendance
- Absence policy
- Absence policy & consequence chart

Page 24

- Tardy policy
- Tardy policy & consequence chart (same questions as absence)
- Supporting and adhering to the school discipline policy
- Discipline policy o Goals
- Student discipline review committee

Page 25

- Code of conduct

Page 26

- Office referrals
- Suspension

Page 27

- Expulsion
- Classroom formal observation time o Parent support

Page 28

- Modeling and teaching good manners at home.

Page 29

- Uniform policy
- Out of uniform notices o Penalty for non-compliance o Uniform free day policy
- Dress code/conduct

Page 30

- Fundraising policy
- Health
- Food/nutrition o Snack Policy

Page 31

- Hygiene o Sleep o Illness o Immunizations o Whooping cough o Tuberculosis clearance o Health and medical conditions

Page 32

- Medications at school
- Physical examinations
- Treatment and school related injuries
- Communicable disease
- Lice o Ringworm
- Chicken pox
- Other medical conditions

Page 33

- Speech, hearing and eye examinations
- Vaccinations
- Chronic conditions
- Sex education courses complying with the California comprehensive sexual health and HIV/AIDS prevention education act

Page 34

- Authorized comprehensive sexual health education

Page 35

- Required HIV/AIDS prevention education

Page 36

- In-service training for staff
- Communication
- Home/school communication o Follow these tips to effectively communicate. . .
 - o . . .with teachers
 - o . . .with the office
 - o . . .with your child during the day

Page 37

- Conferences
- Informal conferences o Student lead conferences

- Expressing concerns
- Complaint procedure
- Community use of facilities
- Schedule

Page 38

- Priority of uses o Prohibited uses

Page 39

- Updates or modifications to student & parent handbook