The School of Arts and Enterprise

Unlocking your creative excellence!
2018-19 Student-Parent Handbook

A Guide for Students, Parents/Legal Guardians, and Staff

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www.TheSAE.k12.ca.us

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Fax (909) 620-1018

Middle School Campus
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Fax (909) 437-1005
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Letter from our Executive Director

School of Arts and Enterprise ("The SAE") is more than just a different kind of school. It is a total experience which transforms the lives of all who attend here. Students carry more than books around on a typical school day. They carry their guitars, sheet music, poetry journals, play scripts and dancing shoes. They dance at lunch and practice their musical instruments or sing. They work with college mentors to assist local businesses improve their bottom line. They are comfortable walking up to teachers and administrators and expressing their opinions. A snapshot of The SAE is one of eclectic, joyful, chaotic harmony.

Making sense out of chaos is a part of The SAE’s basic philosophy. We like to give students a messy situation and ask them to try to make sense of it. According to experts, this is the way our brain learns best. That is why through the arts and business, as well as through student projects, we are creating the 21st century leaders that we need for America to continue to thrive in a global economy. We take these 21st century skills seriously. Thus, we require students to self-reflect on these skills and include them in their assessments. Lifelong learners, critical and creative thinkers, effective users thinking effectively of technology, being global citizens and effective team members are all skills learned through The SAE’s college prep curriculum and student projects.

People often call and ask us to describe The SAE and all that it is. This is nearly impossible. SAE does not fit well within a box. We are always trying to push the boundaries. Students and parents are welcome to tour, shadow, and experience our community of learners. Only then will someone know if it is their special place as well as ours.

I am so fortunate to be The Executive Director and part of the Founding Board of such a wonderful school.

Luci Berger
Executive Director
The School of Arts and Enterprise
Mission Statement

To create accomplished life-long learners, The SAE’s standards-aligned, college-preparatory school program emphasizes arts and business through innovative project-based learning.

PHILOSOPHY, GOALS AND OBJECTIVES
The Governing Board (“Board”) and staff of the School of Arts and Enterprise (“The SAE”) or “Charter School” believes that the effectiveness of the educational program of the school depends fundamentally upon a sound philosophic base, a set of agreed upon goals and detailed objectives consistent with these goals.

Education is the life-long development and cultivation of the mind, body and character. The SAE and its Board work to provide the best possible educational opportunities for its community. The SAE emphasizes education of the whole person by promoting intellectual, emotional, physical and social growth upon which each student may build his or her future. Students are treated as individuals and develop the skills of a responsible member of a democratic society and changing world.

An educated person in the 21st century will have accumulated a large base of global knowledge upon which to build in order to achieve success in a highly technical and sophisticated society. The global economy and international interdependence will demand a strong knowledge of information technology. A core of knowledge in the subjects of language arts, math, geography, history, science, art and entrepreneurship will be basic requirements. The ability to work well in teams, think critically and creatively, solve complex problems, communicate effectively, and employ the skills of a life-long learner will also be essential for success in the workplace. Such knowledge must enjoy synergy and successful learners will be able to combine the core knowledge with artistic understanding, and the ability to collaborate efficiently with others. Finally, an educated person in the 21st century will understand the need for civic responsibility and social justice.

Students come to schools at different levels of development and with a variety of experiences. They learn at different rates and in different ways. The SAE shall provide an educational experience that allows for these individual differences and ensure that each student has an equal opportunity to reach his or her full potential.
## Administrative Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
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</tr>
</thead>
<tbody>
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<tr>
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</tr>
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## Administrative Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
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<tbody>
<tr>
<td>Maria Alejo</td>
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<td><a href="mailto:malejo@thesae.k12.ca.us">malejo@thesae.k12.ca.us</a></td>
</tr>
<tr>
<td>Irma Balandra</td>
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<td><a href="mailto:ibalandra@thesae.k12.ca.us">ibalandra@thesae.k12.ca.us</a></td>
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<tr>
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</tr>
<tr>
<td>Jim Reed</td>
<td>Security</td>
<td></td>
</tr>
<tr>
<td>Josie Villegas</td>
<td>Security</td>
<td></td>
</tr>
<tr>
<td>Damian Huff</td>
<td>Security</td>
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<tr>
<td>Marvin Oliva</td>
<td>Facilities</td>
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<tr>
<td>David Sandoval</td>
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</tr>
<tr>
<td>Magdelena Herrera</td>
<td>Facilities</td>
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## Admissions / Recruitment

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<tbody>
<tr>
<td>Tricia Manzo</td>
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</tr>
</tbody>
</table>
## Faculty Main Campus

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Ambrosini</td>
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<th>Subject</th>
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</tr>
<tr>
<td>Name</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
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</tr>
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# The SAE High School Bell Schedules 2018-2019

## HIGH SCHOOL Friday

<table>
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<tr>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td></td>
<td>Passing 9:00-9:10</td>
</tr>
<tr>
<td>B</td>
<td>9:10-10:05</td>
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<tr>
<td>Breakfast</td>
<td>10:05-10:25</td>
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<td>Passing 10:25-10:35</td>
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<tr>
<td>C</td>
<td>10:35-11:30</td>
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<td></td>
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<td>D</td>
<td>11:40-12:35</td>
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<td>Lunch</td>
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## HIGH SCHOOL Regular Day

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<td>1/2</td>
<td>8:05-9:35</td>
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<tr>
<td>Breakfast</td>
<td>9:35-9:55</td>
</tr>
<tr>
<td>3/4</td>
<td>9:55-11:25</td>
</tr>
<tr>
<td></td>
<td>Passing 11:25-11:35</td>
</tr>
<tr>
<td>HOUSE</td>
<td>11:35-12:10</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:10-12:40</td>
</tr>
<tr>
<td></td>
<td>Passing 12:40-12:50</td>
</tr>
<tr>
<td>5/6</td>
<td>12:50-2:20</td>
</tr>
<tr>
<td></td>
<td>Passing 2:20-2:30</td>
</tr>
<tr>
<td>7</td>
<td>2:30-3:15</td>
</tr>
<tr>
<td>8</td>
<td>3:25-4:55</td>
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### The SAE Middle School Bell Schedules 2018-2019

#### 6th & 7th

<table>
<thead>
<tr>
<th>Period</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Breakfast</td>
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</tr>
<tr>
<td>1</td>
<td>9:00 - 9:45</td>
</tr>
<tr>
<td>Passing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9:50 - 10:35</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>4</td>
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<tr>
<td>Passing</td>
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<tr>
<td>5</td>
<td>1:05 - 1:50</td>
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<tr>
<td>Passing</td>
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</tr>
<tr>
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<tr>
<td>Passing</td>
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#### 8th

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<tr>
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<tr>
<td>1</td>
<td>9:00 - 9:45</td>
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<tr>
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<tr>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>8th Lunch</td>
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<tr>
<td>Passing</td>
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</tr>
<tr>
<td>6</td>
<td>1:55 - 2:40</td>
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<tr>
<td>Passing</td>
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### MIDDLE SCHOOL Friday

<table>
<thead>
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<tbody>
<tr>
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</tr>
<tr>
<td>B</td>
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</tr>
<tr>
<td>Breakfast</td>
<td>9:40-10:00</td>
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<tr>
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<tr>
<td>C</td>
<td>10:05-10:50</td>
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<tr>
<td>Passing</td>
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<tr>
<td>D</td>
<td>10:55 - 11:40</td>
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<td>Passing</td>
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<tr>
<td>E</td>
<td>11:45 - 12:30</td>
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<tr>
<td>Lunch</td>
<td>12:35-1:05</td>
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<tr>
<td>FAA</td>
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</table>
21st Century Learning Goals: The SAE UNLOCK Skills

Understand Diversity.

Understand the opportunities and challenges of diversity on a local and global scale.
- model respect for all human diversity
- understand environmental, historical, and global trends
- assume responsibility for your actions

Never give up on excellence.

Never give up on excellence—rethink, revise, refine.
- commit to high-quality craftsmanship and excellence through reflection and revision
- critique your work using established workplace criteria

Learn to problem-solve.

Learn to problem-solve through creativity and critical thinking.
- seek out innovation and expert resources to analyze, evaluate, and synthesize
- hypothesize creative solutions and complete rigorous experiments to test them
- use data to drive decision-making

Open yourself to collaboration.

Open yourself to allow for effective collaboration.
- practice active listening and reflective dialogue
- abide by community norms
- solve problems in teams using roles and expectations to set and monitor goals

Communicate clearly.

Communicate your ideas and opinions clearly using 21st century tools.
- use precise questions to drive your investigations
- critically use a variety of media formats to express ideas clearly, creatively, and concisely

Know how to market.

Know how to market your talents using 21st century skills.
- use social media with an understanding of the risks and power inherent in them
- understand and use the elements of discourse in the Information Age to effectively market your ideas
- analyze opportunities and challenges in order set and achieve life goals
Learning and Standards-Based Grading Policy

The SAE’s instructional approach, Mastery Learning, is designed to help all students improve their learning. Some key aspects of mastery learning include:

- Learning objectives will be transparent from the first day of a unit and on each assignment.
- Students will have opportunities to track and reflect on their progress on the standards.
- Formative assessments are opportunities for students to practice the standards.
- Summative assessments are the primary factor in academic grades.
- Multiple summative assessments that address various learning styles will be used.
- Grades are based ONLY on mastery of academic standards and UNLOCK skills. Students must earn a C or higher to pass a course and receive credits.

Standards-based Grading

The SAE has adopted the Mastery Learning model of standards-based grading. Students are evaluated based on specific academic standards and UNLOCK skills. Students are not given “points” for simply completing work or participating. Student must demonstrate their knowledge and abilities on a variety of assessment types (quizzes, oral quizzes, discussions, tests, essays, reports, speeches, projects, presentations, portfolios).

For every assignment, students are evaluated on a 4-point rubric:

4.0 = Advanced  
3.5 = Approaching Advanced  
3.0 = Proficient  
2.5 = Approaching Proficient  
2.0 = Basic  
1.5 or 1 = Below Basic

Formative vs. Summative Assessments

For the purpose of Mastery Learning, it is important to recognize the difference between “formative” and “summative” assessments.

Formative Assessments are activities given during the instructional process to inform teachers how students are progressing toward the learning goals and help students understand and track their progress towards standards mastery. Every formative assessment is aligned to a specific standard or standards. Formative assessments are included in the grade book to guide instruction and inform teachers of student learning needs. Students are given ample chances to move towards mastery of standards through formative assessments. However, final grades are tabulated only through summative assessments.

Summative Assessments are given to enable students to demonstrate their mastery of the standards. Every summative assessment is aligned to a specific standard or standards. Students take summative assessments only after feedback from multiple formative assessments have been received.
Grades on summative assessments are the primary calculation for a student’s final course grade. Because formative assessments are required before summative assessments, retakes on summative assessments are discouraged. Retakes on summative assessments will be granted on a case-by-case basis.

**Final Course Mark for Mastery Learning**
A student’s final course grade should be an accurate reflection of the level of standards that have been mastered by the end of the course. Final grades will be an average of the most recent assessment of each standard as well as UNLOCK Skills assessments. UNLOCK Skills will count for about 10% of the final grade for academic courses.

**A Note on Quarterly Progress Reporting for Mastery Learning**
Please note that in the Mastery Learning model, a student’s grade shows the level of mastery they have achieved on specific standards in that content area. It is NOT necessarily an indication of how hard a student is working or how well they behave in class.

If a student is failing (below 63%) for the overall course at the quarter, please refer to the individual progress report or grade book entries from that teacher in the online portal to see which standards the student needs more practice or help with during tutoring. (If you have trouble accessing the online portal, please call The SAE main office for assistance.) Mastering knowledge and skills happens over time, with many opportunities for application and practice. Students may not yet have a passing grade because the course is only half over at the quarter progress report. Students will have opportunities to retake assessments and therefore show their mastery of skills and knowledge as the semester continues.

Mastery Learning hugely improves student success in high school, and prepares students for college; based on research, Mastery Learning makes a difference in students’ lives.

**Cal Grant Program Notice**
The SAE is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent, if the Student is under 18) has opted out by or before February 1.

**Tutoring**
After school tutoring is available, and an important part of ensuring student success at The SAE. A schedule of which classrooms will be open each day will be provided, and teachers will notify parents of student’s need to attend tutoring sessions. Attendance will be taken during all tutoring sessions. Tutoring is an opportunity for students to gain additional targeted instruction to further student understanding on concepts taught in class, and to work towards mastery of standards.
List of Course Descriptions (Prospectus)
The descriptions and instructional aims of every course offered by The SAE are available upon request.

House-Advisory
Students are grouped into Houses. Houses are groups of students that meet during scheduled House time. Houses serve a variety of functions, including the following:

- House is an important vehicle to re-emphasize UNLOCK skills.
- Houses serve a basic structural function, including attendance taking, announcements, emergency planning, etc.
- Houses allow groups of students to develop group process skills on an ongoing basis.
- House advisors work with their House during assessment periods and act as liaison between students and other faculty and between parents/legal guardians and faculty.
- House promotes a highly personalized environment, thereby supporting student achievement.
- House may also be used for Issues and Events, timed writing, structured project time, team/class bonding, etc.

Policy Regarding Student Projects
Project-Based Learning (“PBL”) is required as a critical part of The SAE’s educational program. PBL is a student-driven, interdisciplinary program that promotes students to participate in inquiry based, authentic, real-world projects that integrate their 21st century skill-base. Teachers support students in the development and design of these projects. Students are also given the opportunity to support and reflect on their projects during the SAE Culmination events.

PBL projects may address the development of student entrepreneurial skills. Such projects may include, but are not limited to, the sale of student artwork at local galleries, student production of a CD or film for sale, or the design and sale of student-made jewelry, bags, and t-shirts. These projects are made possible through the joint efforts of The SAE administration in providing support, The SAE teaching staff in providing instruction, and the students in providing creativity. The following policy addresses use of funds and reimbursement with regard to student projects:

- Students shall not be permitted to garner any profit from the student project. Such projects are made possible through the use of public funds in a public instruction setting. Any profit resulting from student projects shall be contributed to an approved charitable organization or shall be utilized for the benefit of the student’s project class.

The SAE Academic Expo/Arts Festival Policy
The SAE’s Academic Expo and The SAE Arts Festival will occur on Saturdays near the close of each semester; the dates can be found on The SAE Master Calendar. These culminating events are an integrated display of students’ academic and artistic mastery. The SAE Academic Expo and The SAE Arts Festival are a display of standards-based outcomes that affect students’ grades. Student engagement at these events is important to the SAE student experience, and attendance is mandatory. Prior administrative approval is required for excusal due to emergency related absences from these events.
Change of Arts Major
The SAE employs artistic majors as a part of its instructional program. The majors are Dance, Digital Media, Vocal Music, Instrumental Music, Theater, and Visual Arts. Students choose their major at the start of 9th grade and carry it through to graduation. Students may only change their major at the end of their 9th grade year. If a student wishes to change their major, the following procedures must be observed:

- Check with the HS Counselor to see if there is room in the new major.
- Meet with the counselor to discuss issues, goals, and reasons for change.
- Prove basic competency in new major by performing an assessment.
- Receive release from current major.
- Receive acceptance to new major.

Graduation and Promotion Policies

8th Grade Promotion Policy

Qualifications of Promotion for Middle School
8th grade students of The SAE Middle School are eligible to participate in Promotion activities by meeting the following criteria:

- Take all required courses and achieve a year-long “C” (2.0) average or higher
- Comply with all applicable contracts
- Successfully complete and present portfolio
- Sign and turn in 8th grade letter

Students who do not meet the promotion requirements, but show marked growth in multiple areas, may appeal to the Promotion Appeals Committee to have their promotion privileges reinstated.

Senior Activities
Senior courses are dynamic and individualized based on each student's post-secondary goals. Administration reserves the right to review individual student requirements on a case by case basis.

High School Graduation
Graduation is a special time to recognize those that have completed the recommended course of study for The SAE. The Board believes that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of life-long learning.

At the discretion of The Graduation Appeals Committee, students who satisfy the entirety of graduation requirements will be eligible to receive their diploma and will be able to pick it up from The SAE Registrar or have it mailed to them upon request.
Qualifications for High School Diploma
High School students who qualify to receive their high school diploma from The SAE must fulfill the minimum California graduation requirements. A full list is available with the high school counselor. Students must also successfully present their Portfolio and complete any remediation deemed necessary by members of the portfolio panels.

Graduation Ceremony Conduct and Disciplinary Standard
Any student participating in a graduation ceremony shall comply with The SAE policies and regulations pertaining to student conduct. Students who violate these policies prior to or during the ceremony can be subject to removal from the ceremony. In order to encourage high standards of student conduct and behavior, a student may be denied the privilege of participating in graduation ceremonies and/or activities in accordance with school rules including, but not limited to: prior discipline and poor attendance. Prior to denial of the privilege, the student, and where practicable his/her parents/guardians, shall be made aware of the ground for such denial and shall be given the opportunity to respond. If a privilege is to be denied, the student and parent/guardian shall receive written notification of the denied privilege based on the policies of The SAE.

Valedictorian/Salutatorian Selection Guidelines
The SAE shall use the following guidelines to select valedictorian(s) and salutatorian(s).

- The valedictorian shall have the highest cumulative unweighted grade point average at the end of the 1st semester of the year in which the student(s) graduates. Grades will be evaluated at the end of the 3rd Quarter. Grades must be maintained.
- The valedictorian and salutatorian shall attend The SAE for at least two consecutive years.
- The cumulative unweighted grade point average shall be based on whatever courses students have completed through the end of the 1st semester in which they are graduating. The total number of courses may include courses from community college and ROP(s).
- The SAE director shall appoint a committee to review unique student situations that warrant the selection of valedictorian(s) and salutatorian(s). The SAE will also review situations of additional valedictorian(s) and salutatorian(s). The committee shall consider scope and rigor of academics, student attendance and student behavior.

The committee will take into account any unique personal circumstances or situations of each student.
- The SAE shall provide an opportunity for each valedictorian(s) and salutatorian(s) to speak at graduation. (The Director shall supervise and coordinate the student speech preparation and shall make final determinations of valedictorian(s) or salutatorian(s) who will speak at graduation ceremony).
- The Valedictorian and Salutatorian must have attended The SAE for two consecutive years.
Attendance Policy

Student success is directly correlated to consistent and punctual attendance in class and school-related events. Students with good attendance records achieve higher grades, are more successful in their pursuit of higher education, and are more employable after leaving school. The SAE expects that every pupil shall attend school punctually, and regularly, and conform to the regulations of the school. It is the policy of The SAE that students attend class regularly; that work missed because of school-related activities or illness be promptly made up; that truancy is unacceptable; and that other absences approved by the parent/legal guardian be minimized or avoided whenever possible. **Excessive absences and/or tardies can be reason to dismiss a student from The SAE.**

**Attendance Tips**
- Consistent and on-time attendance is a strong indicator of academic success.
- Missing just two days a month, or 10% of the school year, can negatively affect a student’s ability to be successful.
- Encourage students to get plenty of rest, 6-8 hours of sleep each night makes a difference.
- Contact The SAE for resources to help with maintaining good attendance.

**Excused Absences**
The SAE defines excused absences as:
- illness, medical/dental appointments
- family funeral
- school field trips
- academic events
- school office appointments
- suspensions
- court appearances
- holidays or ceremonies specific to a family’s customs or beliefs
- verified family emergency
- attendance at a religious retreat
- attendance at the student’s naturalization ceremony to become a U.S. citizen
- funeral services for non-family members

**Unexcused Absences**
The SAE defines unexcused absences as those not defined above as excused, as well as the following:
- unverified absence
- truancy
- absence due to leaving campus without permission
**Absence Notification**

Parents are notified of class cuts when students are assigned After School Detention.

- Parents will be notified by phone, email or written note home, 24 hours in advance of any after school detention that exceeds 15 minutes in length.

Students who do not attend Detention when assigned may be assigned a full day of On Campus Suspension (“OCS”). Students who refuse to serve OSC may be suspended out of school. Students will need to arrange to make up for missed classroom assignments.

**Returning from an Absence and Absence Excusal**

Students need to have a signed note upon their return from an absence. If the absence is excused, it will be marked as such in the school's attendance computer system. Student absences are to be cleared through the Main Campus Office by calling (909) 622-0699 or emailing Attendance@thesae.k12.ca.us.

**Truancies**

The SAE defines a truant student as one who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Policies regarding truancy, tardiness, and other situations are in effect for all classes. The SAE students and families must be mindful of attendance practices for both academic achievement and reasons of safety and accountability. In order to cultivate successful attendance practices, students and parents will observe the following guidelines:

**Truancy Consequences**

- 1st: Parent call and loss of credit for work done that day, with detention
- 2nd: Parent meeting and attendance contract, with possible OCS.
- 3rd: Parent meeting and beginning of SART process, with possible OCS.
- 4th: Parent conference with Administrator, with possible SARB hearing

**Tardies**

An unexcused tardy occurs when the student is not seated and ready for class at the time class is scheduled to begin without a valid excuse from a parent/legal guardian or a SAE staff member. All tardies without a pass into class are unexcused. Students who are late to class often fail to realize that the teacher may have already recorded them as absent. *It is the student's responsibility* to ask the teacher to correct the "absence" to a "tardy" during non-instructional time.

**Unexcused Tardy Consequences**

- 1st & 2nd: Teacher-issued Detention of 30 minutes
- 3rd & 4th: Administrative Detention of 1 hour
- 5th: Meet with Parent/Contract/Detention
- 6th: OCS

Note: Excessive tardies may have additional consequences per administrative action.

**Saturday School**

Students may be assigned a Saturday School for a variety of reasons: Unexcused absences, truancies,
failure to serve detentions, truancy during lunch, as an alternative to suspension, additional tutoring and academic assistance, or for disciplinary infractions as determined by the administration.

Saturday Schools are conducted on select weekends throughout the school year from 8 am – 12 noon. Students attending Saturday School are required to be punctual and to bring schoolwork and/or reading material (novels or assignment reading; no magazines or newspapers). Students who are late or arrive with no work to complete can be denied admission and marked as absent from Saturday School. The school dress code is enforced during Saturday School; students in violation of dress code may be denied admission.

No food, electronic devices (except calculators), pillows, pajamas, or blankets allowed. Saturday Schools are not in session on some 3-day weekends or during prolonged breaks (Thanksgiving, Winter and Spring Break).

**Extended Vacation**

Extended vacations during the regular school year are strongly discouraged. We must inform you that to schedule vacations during the regular school year is in direct violation of the Compulsory Attendance or the Truancy Law.

**Long-term Absence**

Learning works best when students attend school daily. Although occasional absences are unavoidable, long-term absences pose a special challenge to learning. Class participation and group projects are vital components to The SAE program, and a student's long-term absence will seriously impact his/her mastery of important course concepts and skills. Parents/legal guardians of a student who is absent for an extended period due to illness, injury, or family emergency should contact the Main Office at (909) 622-0699, with an estimate of the student's absence (periodic updates are appreciated).

The SAE faculty and staff will work on a case-by-case basis with parents/legal guardians to keep an extended-absence student from falling behind. A student must obtain a Long-term Absence Study Contract from their counselor if they are absent from The SAE for an extended period of ten (10) or more school days.

**Policy Regarding Independent Study**

Independent study is an option for any student who will be absent for three (3) school days or more up to a maximum of ten (10) school days per semester, absent approval from the Executive Director or designee in writing.

It is conducted solely for the educational benefit of the students attending The SAE as a means to encourage daily engagement in schoolwork, even during times of extended absence. No student is required to request or participate in an independent study program during an extended absence. Parents are to give at least five (5) school days’ notice, in the form of a written request, for independent study. In an extenuating circumstance (i.e. a serious injury), with Executive Director or designee approval, the teacher will work with the parent to implement an independent study program in an expedited manner with less than five (5) school days’ notice.
The SAE shall comply with all applicable state and federal laws regarding independent instruction. The Board has adopted the following statements in accordance with Education Code Section 51747:

(a) The independent study program shall allow a maximum of ten (10) school days for all grades from the time an assignment is made until the assignment must be completed and returned to the teacher through a face-to-face meeting, facsimile, mail, or other credible method of meeting and review.

(b) An evaluation will be made by a committee made up of the student's teacher and the Executive Director or designee as to whether it is in the student's best interest to participate in the independent study program at The SAE during an extended absence whenever the student is missing three (3) or more independent study assignments. A written record of the findings of this evaluation shall be placed in the student's permanent record and shall be maintained for a period of three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(c) A written independent study master agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The agreement shall contain all the items required by Section 51747 of the Education Code, as listed below, and shall be renewed once a year:

- The manner, time, frequency and place for submitting a student's assignments and for reporting his or her progress.
- The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- The specific resources, including materials that will be made available to the student.
- A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student's assigned work, and the number of missed assignments prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement.
- A statement on the number of course credits to be earned by the student upon completion.
- The inclusion of a statement that independent study is an optional educational alternative in which no student may be required to participate.
- Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all other persons who have direct responsibility for providing instructional assistance to the student.

**Independent Study Attendance Accounting**

The SAE recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, The SAE expects each student to be engaged in an educational activity required of them in the assignment on each weekday that The SAE is in session, and asks that this "daily engagement" be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the
independent study period.

The SAE asks that a parent/guardian refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement” occurred.

**Independent Study Exceptional Needs**
No individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study unless his or her individualized education program (“IEP”) developed pursuant to Education Code 56340, et seq. specifically provides for that participation.

No temporarily disabled student may receive individual instruction pursuant to Education Code Section 48206.3 through independent study. However, if the temporarily disabled student's parent or guardian and the School agree, the student may receive instruction through independent study instead of receiving the school-provided home instruction.

The SAE shall provide appropriate existing services and resources to enable students to complete their independent study successfully and shall ensure that the independent study student has the same access to all existing services and resources in the school in which the student is enrolled as is available to all other students in the school.

**Senior Attendance Guidelines**
Seniors may not be allowed to walk at graduation or attend senior events and school functions if they have any of the following:

a. More than 5 unexcused absences that are not cleared by attending Saturday School.
b. Owe money for textbooks
c. Not met graduation requirements.
d. Non-attendance the school day of and after “Grad Night.”
e. Unexcused Non-attendance of school the week before graduation.

**Senior Ditch Day**
There are no school-sponsored Senior Ditch Days: All seniors absent on a ditch day will be counted as an unexcused absence. Consequences for ditch days are severe and will include loss of senior privileges.
Chronic Absenteeism

Eligibility
Students are chronically absent when they have missed ten percent (10%) of the school days in a school year (Education Code Section 60901(c.)(1)). Student attendance will be reviewed monthly to determine who falls into the chronically absent, or in danger of being chronically absent, categories.

“Chronic absenteeism” shall be calculated as follows:

The number of pupils with a primary, secondary, or short-term enrollment during the academic year (August 13, 2018 – June 5, 2019) who are chronically absent where “chronic absentee” means a pupil who is absent ten percent (10%) or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of The SAE, exclusive of Saturdays and Sundays.

The definition is used in California for Local Control and Accountability Plans and differs from the chronic absenteeism rate definition used in accordance with the data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)) for Title I schools. The federal definition for chronic absenteeism counts students who have missed 15 days of school for any reason during one school year rather than students who have been absent 10 percent or more of the school days.

School Attendance Review Team

The School Attendance Review Team (“SART”) is a trained group of The SAE stakeholders who will work cooperatively with parents and students to create individualized attendance plans. The SART meets monthly to review attendance data and review attendance plans. The SART will work with The SAE administration and staff to monitor student attendance and identify students with, or in danger of, chronic absenteeism. The SART will help chronically truant or absent students, and their parents or guardians, solve school attendance and behavior problems through the use of available school and community resources.

SART responsibilities include:

Attendance Monitoring

1. Act as a resource to school staff regarding attendance issues, and provide training, as necessary, related to record keeping for student attendance, early identification of truancy, and data collection for truancy rates, graduation rates, and dropout rates.
2. Collect, analyze, and report truancy data, chronic absentee data, graduation-rate data, and dropout data as ongoing activities for appropriate school personnel to inform decisions about attendance and behavior interventions.

3. Maintain data on the successful transfer of students from and to alternative school programs, charter schools, and other schools.

4. Provide an opportunity for parents or guardians to challenge the accuracy of attendance records that could impact the determination of grades, CalWORKS benefits, or involuntary transfers.

Developing and Coordinating Strategies for Truancy Reduction

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences in the parents’ native language, selective approval of work permits, assignments of weekend school instruction, and counseling for truants.

2. Assist school staff in development of site attendance plans by providing youth development strategies, resources, and referral procedures. Explain policies, regulations, and procedures.

3. Maintain an inventory of local alternative educational programs and community resources, and employ those programs and resources to meet the differential needs of students with school attendance or school behavior problems. Inform parents/guardians of truant students about alternative educational programs to which the student may be assigned.

4. Encourage and coordinate the adoption of attendance-incentive programs at school site and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

5. Develop and submit follow-up reports to the School Attendance Review Board ("SARB") on all directives and agreements made at the SART meetings, especially student agreements to attend school or improve school behavior.

6. Coordinate with grade-level Student Success Teams ("SSTs") to reduce truancy and collect data on the outcomes of those meetings.

School Attendance Review Board

The SARB is composed of SAE stakeholders and youth-serving agencies to serve on hearing panels that will examine individual cases of chronically absent and/or truant students of The SAE.

SARB Responsibilities for Dropout Prevention

1. Review the school attendance record and other documentation to determine the adequacy of all cases referred to the SARB and to determine if special arrangements or experts will be needed for the meeting. If the case warrants the resources of the SARB panel, schedule a SARB meeting with the parent and the family. If the referral contains inadequate information or if appropriate school-level intervention has not been attempted, remand the case to the school for further work.
2. Ensure that SARB hearings maintain high expectations for all students and ensure that families and youth are involved in selecting resources and services and held accountable for their actions.

3. Refer students with attendance or behavior problems that cannot be resolved by the SARB to the appropriate agency, including law enforcement agencies when necessary. Also, refer parents or guardians who continually and willfully fail to respond to SARB directives or services provided to the appropriate agencies, including law enforcement agencies.

4. Use age-appropriate habitual-truancy petitions to the courts when necessary, such as petitions to suspend or delay the driving privilege for students from thirteen to eighteen years of age.

5. Collect data and report outcomes on SARB referrals as needed for the annual report to the Executive Director and the Board.

Discipline Policy

Commitment to Safety
The SAE is defined as Main Campus, DTC Campus, Middle School Campus, and any buildings used by the school in the Pomona Arts Colony. The SAE is committed to ensuring that a safe environment is maintained for all students and has a policy of aggressively responding to situations that include, but are not limited to:

- acts of violence
- transport of a weapon to or from school
- possession of a weapon on school grounds
- use or sales of drugs at school
- other crime-related issues

Students involved in any of these activities are subject to disciplinary consequences and will be referred to a hearing panel for possible removal from The SAE. In addition, students and perpetrators may be referred to the Pomona Police for possible criminal prosecution.

Parents/legal guardians, please take time to explain The SAE's commitment to safety. Point out to your student(s) that a poor decision now can have a lifelong impact. Tell them that we support them and that they need not be intimidated by other students' behavior. Please inform us if you hear of activities that sound like they might lead to inappropriate behavior and/or violence. Join us in our continual effort to make the safety of our school a top priority.

Restorative Justice
Restorative Justice (“RJ”) is a set of principles and practices employed by The SAE to build community and respond to student misconduct. The goal is to repair harm and restore relationships between those impacted. Students, families, faculty, and community members are encouraged to attend restorative circles. The RJ program works to lower suspension and expulsion rates while simultaneously fostering positive school climates. Restorative Justice research proves that it helps achieve the goal of eliminating
Dress and Grooming Standards

The SAE believes there is a direct correlation between the quality of appearance and a sound and safe educational environment.

The SAE has a business and arts theme; Students will find that it is to their advantage to cultivate an awareness of appearance and behavior that will allow them to interact harmoniously among people of various demographics in different situations. Because The SAE campuses are located in the Arts Colony, SAE students must also be aware that each is an ambassador of the school to the business community.

The dress and grooming guidelines listed below are provided to ensure that each SAE student will receive the maximum benefit from his/her surroundings. Student appearance must be appropriate for the student’s daily activities on campus and the learning environment per teacher discretion.

Should student’s dress or grooming not meet these guidelines, the student may be asked to change out of the offending garment and into "loaner" clothes for the duration of the day, or parents may be called to bring their child clothes for the day.

- Students are expected to come to school clean and appropriately dressed and groomed. Clothing should be modest and neat.
- For safety reasons, state law requires that students wear shoes on campus at all times. Shoes should not be open-toe or sandals. Pajama style “slippers” are not allowed. Shoes should be appropriate for student activities.
- Skirts, shorts and shirts may not be so revealing as to be distracting. Clothing may not be see through, mesh, or any material that shows the undergarments beneath the outer clothing. **Shirts must cover a student’s midriff—no “crop tops.”** Shorts and skirts must be no more than 3 inches above the knee.
- Hair and makeup should not be so unusual as to be distracting. Hair and makeup should not disguise a student so they cannot be recognized.
- Undergarments should not show.
- Sexually explicit, racist, or obscene/vulgar clothing is not acceptable. Additionally, clothing, jewelry, slogans, or accessories promoting drugs, alcohol, tobacco, or weapons are strictly prohibited. No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities. Also prohibited are notebooks, manner of grooming, or gesture, which by virtue of its color, arrangement, trademark, vandalism or any other attribute, denotes membership in such a group.
- Gang associated styles, such as knee-high tube socks and shorts, collared shirts buttoned to the collar without a tie, etc., are strictly forbidden.
- Clothing or articles of clothing including but not limited to spiked jewelry and pocket chains which are likely to provoke others to acts of violence or which are likely to cause others to be intimidated by fear of violence are strictly prohibited.
- For health and safety reasons, blankets are prohibited on students while on campus.
- Applying makeup, nail polish, hair spray, perfume, etc., in class is prohibited.
- Hats, skullies, headbands, hoods, bandanas, and sunglasses are not to be worn in the classroom.
Hats may not be worn backwards or contain gang insignia.
• Any clothing that inhibits the safety of self or others is prohibited.
• Hats should not be worn inside the school campus buildings. Headcovers for religious or cultural purposes are acceptable on campus.

**Dress Code for Performing Arts Classes Policy**
The School of Arts & Enterprise requires that all student artists wear proper attire to insure focus on work and safety. All student artists should adhere to their specific arts discipline dress code expectations given by the Department. The dress code is required to be followed during all classes, rehearsals and performances. If a student artist needs financial support in fulfilling dress code requirements, the parent/guardian must contact the Department Director for assistance.

**Dance Dress Code**
Informal dance dress code is the same as the dress code for a regular school day. For formal dances, appropriate clothing is required. Formal dresses must be mid-thigh or longer. Clothing must not reveal undergarments. Slits anywhere on the dress cannot be higher than the thumbs when hands are kept at the side. Formal attire includes tuxedos, suits, dress pants, and collared dress shirt with a tie. No cut-offs, shorts, or sweat suits. **Students not dressed in appropriate formal dance attire will be sent home and no refunds will be given.**

**Performance Dress Code**
The dress code for performance based classes and rehearsals are covered on pof this handbook. It is also suggested that parents review the course syllabi for each class to get detailed information regarding performance and rehearsal dress codes.

**Academic Honesty**
Academic Honesty is a fundamental principle of scholarship. The content of assignments will reflect the results of a student’s study and research. This work is expected to clearly distinguish a student's ideas from the ideas of others. Acknowledgment must be given to the source ideas or any words not one's own. The SAE will instruct students in MLA-style citations, which is the expectation for all The SAE papers. Rewriting or printing information taken from a source without proper citation is also plagiarism. It is also vital that students do their own work in daily class and homework assignments. Copying work, projects, etc., from others including books, internet websites, or any other documented form is unacceptable behavior and will result in loss of credit for the assignment for all parties involved; multiple infractions will lead to disciplinary measures that include, but are not limited to: detention and OCS.

The goal of The SAE is to develop students who work independently and collaboratively with a sense of integrity and ethical standards of study.

**Dance and Performance Attendance**
If a student is suspended, for whatever reason, within 20 (twenty)days of a dance or prom, they will be excluded from attending that dance. Chronic and/or excessive absenteeism may result in a student being excluded from attending any dance during the semester. Students are required to attend school on the day of all performances. Absences on the day of a performance may result in ineligibility to perform.
Out of Class or Off-Campus without Permission

All students out of class are required to have an official pass if they are outside of their schedule, whether on or off campus.

- If a student is not in possession of an official pass, on or off campus, during the school day, they may be cited (ticketed) by the Pomona Police Department for “daylight loitering.”
- Students out of class without an official pass may receive disciplinary consequences.

Nondiscrimination

The SAE does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The SAE adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004. Section 504 Policies and procedures are available through the Main Campus Office.

The SAE is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex), Title IV, VI and VII of the Civil Rights Act of 1964 (race, color, or national origin), The Age Discrimination in Employment Act of 1967, The Age Discrimination Act of 1975, the IDEIA, and Section 504 and Title II of the ADA. (mental or physical disability). The SAE also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The SAE does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which The SAE does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The SAE will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquires, complaints, or grievances regarding harassment as described in this section, above, should be directed to the SAE Uniform Complaint Procedures (“UCP”) Compliance Officer: Lucille Berger, Executive Director, at (909) 622-0699.
Title IX, Harassment, Intimidation, Discrimination & Bullying
The SAE believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The SAE prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campuses, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, “discrimination, sexual harassment, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age or association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, The SAE will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. The SAE staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene, so long as it is safe to do so.

Moreover, The SAE will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which The SAE does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The SAE will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:

Lucille Berger
Executive Director
(909) 622-0699

Definitions
Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above
Prohibited Unlawful Harassment under Title IX

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

The SAE is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student’s academic performance more difficult because of the student’s sex

- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

**Prohibited Bullying**

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which may be deemed as hate violence, sexual harassment, harassment, threats, or intimidation, or creates an intimidating and/or hostile educational environment, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The SAE.

“**Cyberbullying**” is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

“**Electronic Act**” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video or image.
2. Taking pictures and/or recordings of students, staff, or guests without their knowledge and/or permission.
3. A post on a social network Internet Web site including, but not limited to:
   a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
   b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate
a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

1. An act of “Cyber sexual bullying” including, but not limited to:
   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Grievance Procedures**

**Reporting**

All staff members are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

All other members of the school community, including parents/guardians, volunteers, visitors, who have witnessed such prohibited misconduct and students who have witnessed such prohibited misconduct or believe they have been subject to misconduct prohibited by this Policy are encouraged to immediately report any act that may be a violation of this policy to the Coordinator:

Lucille Berger
Executive Director
(909) 622-0699

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered official reports.

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Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of misconduct prohibited by this Policy teasing, or other verbal or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, Executive Director, the Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue consistent with this Policy.

The SAE acknowledges and respects every individual’s rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The SAE prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of The SAE, the Coordinator or designee will promptly initiate an investigation.

At the conclusion of the investigation, the Coordinator or designee will notify the complainant of the outcome of the investigation, to the extent possible with respect to confidentiality laws. However, in no case may the Coordinator or designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. If the Coordinator, or administrative designee determines that an investigation will take longer, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

All records related to any investigation of complaints under this Policy will remain in a secure location in the Main Office of The SAE.

In those instances, when the complaint filed under this Policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

**Appeal**

Should the Complainant find the Coordinator’s or designee’s resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In
such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final disposition.

**False Accusations/Allegations**
False accusations/allegations do not have a place at The SAE and can constitute a form of bullying and/or harassment. Students who knowingly falsely report a crime or school infraction against another student, staff member, or guest of The SAE will be subject to disciplinary action and in some cases, may be subject to legal action.

**Consequences**
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of The SAE.

**Hate Crime and Bigotry**
Hate crimes are considered to be any criminal act committed against an individual or the school motivated by bigotry based on race or ethnicity, color, religion, ancestry, nationality, national origin, political affiliation, gender, sexual orientation, age or disability or association with a person or group with one or more of these actual or perceived characteristics.
Bigotry includes, but is not limited to slurs or name-calling, violence, and threats of violence based on race or ethnicity, color, religion, ancestry, nationality, national origin, political affiliation, gender, sexual orientation, age or disability or association with a person or group with one or more of these actual or perceived characteristics. Hate crimes and bigotry will be addressed by school staff and may result in disciplinary action, dismissal from The SAE, and a police report.

**Public Displays of Affection**
The SAE supports a warm social environment and recognizes that genuine feelings of affection may exist between two students. However, students shall refrain from all Public Displays of Affection (“PDA”) while on campus or while attending and/or participating in a school-related activity or event.

Being overly affectionate at school can be offensive and is generally in poor taste, taking the focus away from scholastic and artistic learning. The expression of feelings towards one another is a personal concern between the two individuals and thus, should not be shared with others in the general vicinity. PDA can be reported as sexual harassment in certain cases. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers. Some specific examples of PDA include, but are not limited to:

- Kissing
- Fondling
- Lap-Sitting
- Cuddling
- Inappropriate Touching
- Rubbing/Massaging
- Caressing/Stroking/Petting
- Excessive/Extended Hugging
Students caught engaging in such practices are subject to the following consequences:

- 1st Offense – Verbal warning, possible parent contact
- 2nd Offense – Parent contact, detention with Administrator (60 minutes)
- 3rd Offense – Behavior Contract, parent conference, Administrator detention (120 minutes)
- 4th or more Offense – Parent notification of contract breach, Administrator consequences

**Senior Pranks**
The SAE does not approve of senior pranks, of any type. All students, regardless of their grade-level, who are involved in the carrying out of pranks, do so fully understanding the risk of disciplinary action and/or criminal charges if their actions are disruptive of instruction, destruction, malicious, or harassing, especially if they target an individual. Any theft of school property will also be prosecuted.

**Sale of Outside Items**
The sale of any items outside the parameters of school fundraising (such as slime, hair bows, candy, etc.) is prohibited on campus and at any school-related activity or event. All items will be confiscated from the student, and parents will be notified of the violation.

**Vandalism and Tagging**
Art without permission is vandalism. The SAE does not condone any type of graffiti or tagging that vandalizes, destroys, or in any way alters public or private property without the consent of the property owners. Consequences of vandalism may include possible police notification and arrest, two (2-) to five (5) days of suspension, parents/legal guardian notification, due process hearing, possible dismissal from The SAE, and payment for damages. Tagging tools/implements will be confiscated.

**Suspension and Expulsion**
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 The SAE. The full Policy can be found at The Main Campus Front Office.

No student shall be involuntarily removed by The SAE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until The SAE issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.
**Serious offenses include:**

1. Defiance of or disrespect for authority
2. Fighting/Horseplay
3. Profanity
4. Vandalism
5. Theft or cheating
6. Sexual harassment
7. Possession of any weapon, tobacco, controlled substance or explosive device.
8. Intimidation
9. Severe acts of disobedience may result in suspension or a recommendation for expulsion.

**A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

**B. Enumerated Offenses**

1) Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force or violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
   i) Committed an obscene act or engaged in habitual profanity or vulgarity.
   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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

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

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

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

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

r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who fully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The SAE.

2. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual
recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1(a)-(b)).

2) Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
   b) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
   i) Committed an obscene act or engaged in habitual profanity or vulgarity.
   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

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

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

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

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The SAE.

2. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4) Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference
Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed ten (10) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled.
The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense., and the Board of Directors shall make the final determination

E. Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name
and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

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

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

G. Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel
The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the
authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

**J. Disciplinary Records**
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

**K. No Right to Appeal**
The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors’ decision to expel shall be final.

**L. Expelled Pupils/Alternative Education**
Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**M. Rehabilitation Plans**
Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**N. Readmission**
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission in a public meeting consistent with the requirements of the Brown Act. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.

**O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

1. **Notification of SELPA**
   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to
receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student’s IEP would reflect this change) and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or

b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.
4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under
this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline.

The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Search & Seizure Policy

The SAE recognizes and has determined that the occurrence of incidents, which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law, or The SAE rules and regulations, jeopardizes the health, safety, and welfare of students and The SAE employees. Incidents that jeopardize the health, safety, and welfare of students and The SAE employees may necessitate the search of students and their property, student use areas, and/or student automobiles. located on school property This search may necessitate the seizure of any illegal, unauthorized, or contraband materials in the search.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. As such, The SAE adopts this policy outlining the search of students and their property, student use areas and/or student automobiles and the seizure of illegal, unauthorized or contraband materials in the search.

Notice

Written notice of this policy shall be provided to students and their parents and/or guardians at the commencement of each school year and upon enrollment during the school year.
A summary of this policy shall also be placed in the Student Handbook and other materials, as appropriate, to be disseminated by The SAE to students, parents and/or guardians and The SAE employees. Including a summary in a handbook or other materials shall satisfy the annual notice requirement set forth in this paragraph. In addition, The SAE shall place signs and/or other posted notifications on campus regarding this policy, as appropriate.

**Student Searches**

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable suspicion based on articulable facts for suspecting that the student has violated or is violating either the law or The SAE rules and regulations, including, but not limited to: possession of illegal, unauthorized or contraband materials. Illegal, unauthorized, or contraband materials include those materials, which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted by a school official of the same gender as the student, and in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. For example, if a school official has reasonable suspicion to believe that a student has on his or her person an item imminently dangerous to the student or others, a more intrusive search of the student's person may be conducted.

In no case shall school officials conduct a strip search. These types of searches are prohibited by law and include asking a student to remove or arrange some or all of their clothing, and/or undergo the inspection of parts of the student's underclothing or body. A search of a group of students where no particular student within the group is suspected may be conducted only if there is reasonable suspicion of conduct imminently dangerous to students, others or school property.

**Student Use Areas**

Student use areas, including, but not limited to, instructional space, recreational space, are school property and remain at all times under the control of The SAE. However, students shall assume full responsibility for the security and condition of these areas. Periodic general inspections of school property may be conducted by school officials for any reason at any time without notice.

**Metal Detectors**

The SAE Board believes that the presence of weapons in the schools threatens the school’s ability to provide the safe and orderly learning environment to which students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

Metal detectors, such as metal detection wands or other metal detection devices, may be used to search a student's person and/or personal effects whenever a school official has reasonable suspicion to believe that the student is in possession of a weapon, or in the context of a random search to maintain and protect the safety, security, and peace of students, The SAE employees, and The SAE A school official must...
conduct the search. Searches involving metal detectors shall be minimally intrusive and involve the use of neutral criteria for selection. Metal detectors shall not touch students during the search and students will only be required to open pockets or jackets if the wand is triggered. For example, if the metal detector goes off during the search, a school official shall have reasonable suspicion justifying a separate search of a jacket, backpack, etc.

**Canine Inspections**

School officials, including campus security or school police/resource officers, may use trained detection dogs in inspections for illegal, unauthorized or contraband materials in school facilities, grounds, and school parking lots. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff lockers, student use areas, motor vehicles located on school property or other inanimate objects throughout school property. Such inspections are not considered searches and do not require reasonable suspicion.

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the locker, area, vehicle, or other inanimate object and closed containers and objects within, without securing the consent of the student.

Dogs may not be used for random searches of students or other persons. Dogs may not be used to sniff the person of students, nor objects within their immediate control, such as backpacks, purses and outer garments, without reasonable suspicion preceding such a search.

**Vehicles**

Students are permitted to park on school premises. However, any public school ground utilized by any student contained therein or any other area that may be set aside for the personal use of the students remains under the exclusive control of The SAE. As such, student vehicles may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of the parking facilities for privately owned vehicles on school campus by any student shall constitute consent by the student to the search of such vehicles by authorized school personnel and/or law enforcement. if a school official has reasonable suspicion based on articulable facts for suspecting that the student has violated or is violating either the law or The SAE rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials Students may not drive in between campuses for Walk-Over purposes.

The SAE retains the authority to patrol and inspect student parking lots at any time through the use of trained detection dogs. These inspections shall not be arbitrary, capricious, or discriminatory. Either all vehicles must be inspected or the vehicles to be inspected must be randomly selected.

**Seizure of Illegal, Unauthorized, or Contraband Materials**

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

**Discipline**

If illegal, unauthorized or contraband materials are discovered through a lawfully conducted search,
including but not limited to searches conducted by school officials, trained detection dogs or metal detectors, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with The SAE's discipline policies and procedures. The SAE shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

School Safety

Bicycles, Skateboards, and Scooters
Bicycles, skateboards, and scooters are not permitted on campus. If students choose to ride one of these, they must provide their own locks for them and store them at the bicycle rack on the Main Campus or Middle School Campus bike enclosures. If students bring a skateboard, they must have it locked on the skateboard rack by a SAE security officer. The school will not assume liability for the safety and security of student bicycles, skateboards, and scooters.

Students may ride bicycles/skateboards to school if they abide by the following safety rules including the California Helmet Law SB1924:

- Bicycles/skateboards are to be walked on school premises. Riding skateboards and scooters on campus is strictly prohibited (both during and after school hours).
- No riding in the parking lots.
- Bicycles/skateboards must be parked in bike racks and locked.
- Only one person per bike/skateboard.
- Bicycle/skateboard riders must obey the same rules that apply to cars when using the street.
- Students may not skateboard, scooter or ride a bike during Walk-Overs.

Emergency and Safety Procedures

Emergency Contact
In the event that a parent/legal guardian needs to get in touch with a student for an emergency, she/he can call the Main Office at (909) 622-0699, DTC at (909) 620-1196, or the Middle School at (909) 436-1005.

Students who need to contact parents/legal guardians in the event of an emergency can use the school's phone with permission from a teacher/administration/office staff.

The SAE is committed to creating and maintaining a safe campus at all times, most especially during periods of emergency. To adequately prepare our students and staff for emergencies, The SAE conducts emergency drill and safety procedure training with students and staff each year.
Emergency Drills
Emergency drills are conducted during the school year. Drills are a serious practice so that everyone will be prepared should a real emergency occur. Usually, they are earthquake drills because the evacuation procedures are the same for a fire drill. Procedures are reviewed with staff members who in turn teach them to students.

Emergency Procedures
In general, during times of emergency please follow the guidelines below. These guidelines will help us ensure your safety. The SAE will follow its Emergency/Safety Plan in times of emergency. Emergency evacuation procedures are posted in all classrooms. Students are to follow the directions of the staff or faculty at all times. Please keep in mind that there are three (3) possible emergency responses given a student's location:

Emergency Responses

Main Campus, Middle School, and Downtown Center (DTC):

- If an emergency occurs during regular school hours, students are to report to their regularly scheduled class. If during break, lunch, or the end of the school day, students are to report to their House advisor.

Off Campus (Community Service, Field Trip, etc.):

- Students are to report to their supervising teacher/advisor/mentor. Supervising personnel will call The SAE campus and report any absences.

Severe Weather Conditions
During severe weather conditions (tornado watch, lightning, high wind, flooding, etc.), the following situations can create safety problems: fallen trees, branches, power lines, light poles, etc. The safest locations are inside a building or, if you are in a vehicle, remain in the vehicle. Students are not to be out and about in extreme conditions. Teachers will direct students into their classrooms. Teachers will take roll and students will not be released until it has been determined that it is safe to do so. Before students are released, parents/legal guardians must sign out in the Main Offices.

Fire Alarms Tampering
Tampering with or setting off an alarm falsely violates the Penal Code and Education Code. Any student caught involved in such an act will be immediately suspended and required to pay any fine or fee the school incurs. Local law enforcement may also apply consequences to the student involved.
Security and Safety Measures Before and After School
It is important for students to always follow good safety practices, such as:

- Have a partner or a group of friends with you when you are in the Arts Colony.
- Avoid isolated areas.
- When waiting for transportation, be in a location that is open and well populated.
- Do not walk with your cell phone visible in back pocket and/or hand. Put it in a secure location.
- If you are on the campus at night, wait for your ride in a lit area, preferably in a well-populated area or in a building.
- If you become concerned about your safety, immediately enter a building and/or notify a staff member.
- In the case of an unusual situation, immediately notify the closest SAE staff member.
- Report anything that seems suspicious to SAE staff.
- Remember that the best strategy for maintaining your safety, in any situation, is to be aware of your surroundings and to be prepared to remove yourself from the situation and seek immediate assistance.

Student Safety

Emergency Cards
Every student must have an updated emergency card, signed, and on file in the school office. Students may only leave campus only with an adult whose name is listed on the emergency card. Identification will be required of all adults signing students out.

Parents/guardians should ensure that all of their information is correct in the school database. Parents are asked to notify the office in writing as soon as any change occurs. This will ensure that any and all mailing will be received without delay. In the case of emergency, a parent or guardian will be quickly notified.

Concussion/Head Injuries
A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer sports, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity.

The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education.
Sudden Cardiac Arrest
SAE is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in intramural athletics at The SAE, must review the information sheet on sudden cardiac arrest via the link below and on the school website: https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf

Comprehensive Safety Plan
The SAE has adopted a Comprehensive School Safety Plan, which is available at: The Main Campus Office.

Health Services
The SAE's health services are offered in the Main Office. Although The SAE does not have a health specialist on staff, office staff is available to provide assistance during school hours.

Health Services Procedures:
If a student needs health services during class time, he or she should check out of class through his or her teacher. A student must then report directly to the Main Office. Students seeking to be dismissed from school by a parent/legal guardian for illness or a doctor's appointment are requested to wait for his or her parent/legal guardian in class. Only in extreme cases will students be allowed to wait for their rides in the school lobby. If an accident occurs on campus, the office staff will notify the parent or legal guardian and will make a report of the incident.

Medication:
Pupils required to take medication prescribed for them by a physician, during the regular school day, may be assisted by the school nurse or other designated personnel, if the school district receives: (1) a written statement from such physician detailing method, amount and time schedule by which such medication is to be taken, and (2) a written statement from the parent or legal guardian of the pupil indicating the desire that The SAE assist the pupil in the matters set forth in the physician's statement.

The SAE has forms for the physician and parent/legal guardian to sign, when a student must take medication at school. Medication must be brought in a pharmaceutical container with the student's name, physician's name, and the name of the medication, dosage and time to be administered clearly labeled. The same directions apply for over-the-counter medication such as aspirin, Tylenol, and Midol. Students are PROHIBITED from carrying medication of any kind without a doctor's authorization for self-administration. Students may not offer their medication to another student at any time. Students who feel that they need medication must come to the Main Office where the office staff will assist them in reaching a parent or legal guardian.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions
that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

**Immunizations**

To ensure a safe learning environment for all students, The SAE follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may 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 SAE.

**Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to The SAE staff before a child can be enrolled in school. Students entering 7th grade who are not exempt from the immunization requirements must show proof of the following: Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) and Measles, Mumps, and Rubella (MMR).

In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and two (2) doses of MMR.

The SAE’s verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with The SAE’s record-keeping policy. The SAE will file a written report on the immunization status of all new entrants to The SAE with the Department of Health Services as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention (“CDC”) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

The SAE shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, whose immunization records are not available or are missing. However, this does not alter Charter School’s obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If The SAE discovers that an admitted student who is not exempt from the immunization requirements has not received all required immunizations, The SAE will notify his/her parent/guardian. If, within ten (10) school days of the notice, the child does not provide documentation of having received all required immunizations, The SAE shall exclude the student from attendance. The student shall remain excluded from The SAE until he/she is fully immunized. The student shall also be reported to the School Registrar.

Whenever there is good cause to believe that a student has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from The SAE until the local

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health officer is satisfied that the person is no longer at risk of developing the disease.

**Conditional Admittance**

Students may be conditionally admitted in accordance as set forth in Title 17, California Code of Regulations Section 6035. The Executive Director/Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses when they become due. The Executive Director/Director or designee shall review the immunization record of each student admitted conditionally every thirty (30) days until that student has received all the required immunizations. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law.

**Exemptions from Immunization Requirements:**

All students must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations with the following exceptions:

- Students who show proof of a medical exemption pursuant to Health and Safety Code § 120370;
- Students who are enrolled in an independent study program and do not receive any classroom-based instruction; and
- Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code § 120335 (g);

“Grade span” means each of the following:

- Birth to Preschool.
- Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
- Grades 7 to 12, inclusive

This Policy does not prohibit a pupil who qualifies for an individualized education program (“IEP”), pursuant to federal law and Education Code§ 56026, from accessing any special education and related services required by his or her individualized education program. Students with individualized education programs who opt out of the vaccinations will still receive special education and related services as set forth in the student’s IEP.

General education will be available through the non-classroom-based independent study program.

**Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs
associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

HIV/AIDS

Required HIV/AIDS Prevention Education:
1. HIV/AIDS-prevention education must be provided at least once in middle school and once in high school from instructors trained in teaching the subject. HIV/AIDS-prevention education, whether taught by school personnel or outside consultants, will consist of age appropriate instruction using instructors trained in appropriate courses.
2. HIV/AIDS-prevention education must accurately reflect the latest information and recommendations from the United Surgeon General, the federal Center 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.

Notice and Parental Excuse:
An open line of communication between parents/families and their students about human sexuality and HIV/AIDS is encouraged. We are respectful of the rights of parents/families to supervise their children's education on these subjects. Furthermore, parents/families may review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS-prevention education so that they can decide whether to have their child participate in all or part of the instruction or evaluation. Parents/families have the ultimate responsibility for imparting values regarding human sexuality to their children. A parent/family 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. Each school year The SAE will notify parents/families about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors that will be used prior to the instruction. The notice to parents/families must include all of the following information:
   ● The written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS-prevention education is available for inspection.
The parent/family has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.

The parent/family may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS prevention education.

A student will 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/family excusing the student from participation.

**No Smoking Policy**

California State Law prohibits the use of tobacco products by minors. No one, adult or student, may use tobacco on school grounds and/or within 100 feet of the campus. Use or possession of tobacco or tobacco products by a student will result in suspension. Tobacco products include products containing tobacco or nicotine, including nicotine delivery devices such as electronic cigarettes, electronic hookah and other vapor – emitting devices. Any device that mimics the use of tobacco products is prohibited.

**Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

**General Information**

**Conditions for Classroom and School Visitation and Removal Policy**

While The SAE Charter School encourages parents/guardians and interested members of the community to visit and view the educational program, The SAE also endeavors to create a safe environment for students and staff.

To help ensure the safety of students and staff, as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Executive Director or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. SAE shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by the school, consistent with the law. The SAE Governing Board and Bureau of Children’s Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

4. The Executive Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

5. The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

6. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.

7. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

8. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

9. The Executive Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

10. At each entrance to grounds of The SAE, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

11. No electronic listening or recording device may be used by students or visitors in a classroom.
without the teacher’s and Executive Director's written permission.

Penalties
1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of (3) three years.

Closed Campus
The SAE is a closed campus and non-SAE students are restricted from the campus at all times unless previous permission is granted through the Administration Office. Visitors must sign in at the Main Office and obtain a visitor's badge that must be worn for the duration of their stay on campus. Visitors must also sign out and relinquish their badge before leaving campus. Any visitor without a badge will be asked to leave immediately. Students are also prohibited from loitering in any gallery or hallway that is shared with the general public at the DTC Campus (downstairs backdoor lobby, gallery, etc.).
Advanced Placement Program
The Advanced Placement (AP) Program consists of classes that are equivalent to first year college courses. The academic rigor of these classes prepares students for college level studies. Students demonstrate mastery of the curriculum by taking AP Exams in May administered by the College Board. Most colleges give credit and/or advanced placement to students whose grades are considered passing. Please check with the high school counselor for fee and collection dates.

Mathematics Placement Policy
This policy of The SAE Board of Directors has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

a. Eighth grade mathematics classroom assignment;
b. Final grade in mathematics on the student’s official, end of the year 8th grade report card;
c. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”);
d. Placement tests that are aligned to state-adopted content standards in mathematics;
   i. A remedial test to determine if entering 9th graders require a support class to be taken concurrently with Integrated Math I.
   ii. The Integrated Math I final exam to determine if entering 9th graders are ready for acceleration into Integrated Math II.

   e. Recommendation, if available, of each student’s 8th grade mathematics teacher based on classroom assignment and grades;

f. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;

g. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
The Charter School Executive Director, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.

The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student’s placement, as follows:

A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Executive Director, or his or her designee, that:

i. Requests information regarding how the student’s mathematics placement was determined. Within five (5) days of receipt, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian’s request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student’s mathematics placement.

ii. Requests that the student retake the placement test, in which case the Executive Director or designee will attempt to facilitate the retest within two (2) weeks.

iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Executive Director or designee will attempt to facilitate the retest within two (2) weeks.

iv. Requests reconsideration of the student’s mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian’s request. The Executive Director or designee and the student’s mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy.

Based on this assessment, the Executive Director or designee must determine whether the most appropriate mathematics placement for the student is the student’s current placement or another placement, in which case the Executive Director shall specify the mathematics course or level recommended for the student. The Executive Director’s or designee’s response must provide the determination as well as the objective academic measures that the Executive Director or designee relied upon in making that determination.

Notwithstanding the foregoing, if the Executive Director or designee requires additional time to respond to a parent/legal guardian’s request, the Executive Director or designee will provide a written response indicating that additional time is needed. In no event shall the Executive Director’s or designee’s response time exceed one (1) month.

If, after reconsideration of the student’s mathematics placement by the Executive Director or designee, the parent/legal guardian is dissatisfied with the student’s mathematics placement, the parent/legal
guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Executive Director or designee, acknowledging and accepting responsibility for this placement.

The SAE must ensure that this mathematics placement policy is posted on its website.

This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Performing Artist Performance Criteria and Rehearsal Policy

Performance Criteria
Students are expected to maintain a 2.0 GPA to participate in school activities that are not directly related to class work or project classes. School progress reports will be used to determine continuing eligibility for participation. Six (6) weeks prior to the performance date, Arts Core teachers will determine eligibility. Students who do not meet the eligibility requirements will be placed on probation and given three (3) weeks to improve their grades. Three (3) weeks prior to the performance, Arts Core teachers will receive a Performance Grade Report for all student participants. Any student who does not meet the above criteria, regardless of probationary status, will be pulled from non standards-based performances at that time.

Student participation in any performance with less than three (3) weeks notice will be determined solely on the student's grades at the point of notification with no probationary time given. Academic and Arts Core teachers in this instance may, at the individual teacher's discretion, give permission for participation in a specific performance and the student will automatically be placed on probation for any further performances.

Rehearsal Policy
Performing Arts students at The SAE will be expected and required to attend all after school rehearsals and performances as deemed necessary by the department and the school. Failure to attend may result in a negative effect to a student’s course grade and multiple absences may affect student’s participation in productions. Please note that consequences for excessive tardies will follow The SAE’s tardy guidelines and may result in eventual removal from the course. Failure to participate in required productions will also negatively impact course grades. Specific requirements for production participation are outlined on course syllabi as needed.

All rehearsal schedules will be posted on the individual departments’ websites. Rehearsal schedules should be considered fluid, and may change based on the needs of the production. It is the responsibility of the student artists and parents to be aware of all current rehearsal schedules and attendance requirements. Please check specific requirements in each Department’s course syllabi.

Production Casting
The SAE is committed to diverse, inclusive casting for every role, while honoring a playwright’s expressed intentions and adherence to licensing agreements. All casting decisions are at the sole discretion of The SAE Faculty. The School of Arts and Enterprise student understands once a casting decision has been made, it is final. The faculty will not offer explanations for, entertain complaints about,
or discuss in any way the decisions that have been made, with anyone. Faculty will not discuss specific casting decision or the student’s audition with the student’s parent(s) at any time. General Departmental feedback will consistently be provided to improve student learning and schoolwide expectations.

**Student Drop Off & Pick Up For Rehearsals and Performances**
Student artists are required to be on time for all rehearsals and picked up promptly at the designated completion time. A student not picked up within 15 minutes of the posted completion time may result in a lower grade, or removal from the required production. Please contact the specific Department Director for further information.

**School Musical Instrument and Equipment Policy**

*Non-Keyboard Instruments*
Instruments (non-keyboard) within the school's inventory are available for registered student use, with priority given to music majors. The rental inventory includes woodwind, brass, and percussion instruments for use in instrumental class method courses, ensembles, master classes, and special performances or uses. The instruments are housed the Middle School and/or High School instrumental music room(s) and are administered by the school through the Instrumental Music instructors.

*Check Out Procedures*
Non-keyboard instrument inventory checkout forms are available upon request from the Instrumental Music instructors. Complete the checkout form(s) including authorizing signatures from parents/guardians, student, and instructor. This process must be repeated each academic semester an instrument is issued. For further questions or concerns contact The SAE Director of Bands in Room 108 or by email at dambrosini@thesae.k12.ca.us.

**Dates and Deadlines**
Instruments cannot be checked out for an entire year. All school instruments must be checked out EVERY semester. All Fall rentals must be returned or submitted for Spring checkout by the last day of Fall term. After the instrument return deadline, a late fee of $25 per day will be assessed and administrative financial holds will be placed on all delinquent student accounts until payment is rendered. All Spring rentals must be returned by the last day of the Spring term. Failure to return the instrument by this date will result in a late fee of $25 per day and administrative financial holds will be placed on all delinquent student accounts until payment is rendered.

All instruments in the inventory are annually submitted for repair and cleaning during the summer break. Consequently, most instruments are not available for issuance during this time. With faculty approval, instruments might be available before instruction begins (e.g., Winter and Summer breaks, etc.). Please check with either the Middle School or High School Instrumental Music instructor for instrument availability.

**Please see the Dress Code Policy above for information regarding the dress code for Performing Arts classes.**

**Complaint Procedure**
The SAE employees are committed to parental, family, and community involvement in the educational process. Parents, families, and community members are active partners in educating children and assume a vital role in ensuring success in school. There will be times when a parent, guardian, or custodian may
need to make an inquiry of school system employees to address a concern. This document outlines the steps for responding to parental school-based concerns so that inquiries or problems are resolved as quickly and as satisfactorily as possible. We encourage parents to resolve problems collaboratively. Teamwork and resolving conflicts in a timely manner are very important to your child's education.

When issues arise, we encourage parents to informally direct their concerns to the persons most closely involved. However, when the informal process fails to provide resolution, a parent may file a formal complaint and seek review at a higher administrative level. In both processes, the intent is to protect the confidentiality and preserve the dignity of everyone involved. The SAE has both informal and formal processes for responding to parental inquiries, concerns and complaints. Exceptions to these procedures are noted for issues where an alternative process is specifically provided by statute or other regulations. The procedures outlined here are not to be used for resolving complaints that are specifically governed by other existing state or local regulations, such as student suspensions, expulsions, or special education appeals.

**Informal Process**

1. The first level in resolving concerns and issues is to address them with the school-based staff member who is most closely and directly involved. Through a process of cooperative agreement, the affected individuals can usually meet a mutually effective resolution. No form or formal documentation is required at this level of the process. If the issue cannot be resolved at this level, the parent should be referred to the school administrative team.

2. The second level in resolving the concerns is to contact a member of the school's administrative team (the Counselor or Director) The administrator will take into consideration the needs of all parties as well as all applicable SAE policies and procedures.
   a. The administrator will confirm that the parent has attempted to resolve the issue or concern with the classroom teacher or other school-based staff member, when appropriate.
   b. If the concern has not been resolved through the informal process, the parent may submit a written request for a formal meeting with the Director.

**Formal Process**

A. **Level 1**

1. The first level in the formal process is to request a meeting with the school administration in writing, outlining specific concerns and desired solutions on Part I of the Parent Concern Form.
   a. The Director or designee will contact the parent within three (3) school days to arrange a mutually agreed upon meeting date and time. The Director or designee will furnish the parent with a copy of this document that explains the formal process.
   b. The Director will formally document any agreements that are made at the meeting. The Director will follow up the meeting by completing Part II of the Parent Concern form, summarizing the outcome of the meeting, identifying areas of agreement, and laying out steps to address any issues still unresolved.
   c. This response will be sent within 10 school days from the date of the meeting, if a concern cannot
be reasonably resolved within the 10 school days, the Director may extend the time for not more
than 10 additional school days. The parent will be informed of the extension in writing.

d. The parent will sign and return the Parent Concern Form.

e. If the issue is not resolved satisfactorily, or the concern directly involves the Director, the parent
will be referred to The Governing Board of The SAE. The Director will forward copies of all
applicable documentation to The Board including the Parent Concern Form. Parents may also
submit applicable documentation.

B. Level 2

2. The second level in the formal process is a review by The Board President or designee. Upon receipt
of the referral. The Board President or designee will:

a. Contact the parent.

b. Confer with the parent, Director, and other appropriate staff members regarding the concern.

c. Complete the Parent Concern Form, documenting any decisions or agreements made and forward
copies of the final response to the Director and parent within 10 school days of receipt of the
request.

Uniform Complaint Policy

Scope

The SAE has the primary responsibility to insure compliance with applicable state and federal laws and
regulations and has established procedures to address allegations of unlawful discrimination, harassment,
imintimidation, and bullying, and complaints alleging violation of state or federal laws governing
educational programs, including the charging of unlawful pupil fees, non-compliance with the Local
Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils. The
SAE shall investigate and seek to resolve complaints using policies and procedures known as the Uniform
Complaint Procedure (“UCP”) adopted by our Governing Board. This complaint procedure is adopted to
provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any
protected group, including actual or perceived discrimination, on the basis of the actual or
perceived characteristics of age, ancestry, color, immigration status, mental disability, physical
disability, ethnic group identification, gender expression, gender identity, gender, genetic
information, medical condition, marital status, nationality, national origin, race or ethnicity,
religion, sex, or sexual orientation, or on the basis of a person’s association with a person or
group with one or more of these actual or perceived characteristics in any Charter School program
or activity; and

2. Complaints of violations of state or federal law and regulations governing the following programs
including but not limited to: Consolidated Categorical Aid Programs, Child Nutrition Programs,
Foster and Homeless Youth Services, No Child Left Behind Act (2001) Programs (Titles I-VII),
including improving academic achievement, compensatory education, limited English
proficiency, and migrant education, and Programs, Special Education Programs, State Preschool.
A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

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

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

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

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping
the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate.

The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of the Charter School. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

Germaine Nesbitt, Director
The School of Arts and Enterprise 295 N. Garey Ave Pomona, CA 91767 909 622 0699

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director or designee.

Should a complaint be filed against the above-named compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Director or designee shall annually provide written notification of the Charter School’s uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director or designee shall make available copies of the Charter School’s uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for
participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School’s decision to the CDE by filing a written appeal within 15 days of receiving the Charter School’s Decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, and intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

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

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

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

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

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

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

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

A complainant’s refusal to provide the Charter School’s investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

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

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School’s investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School’s receipt of the complaint.

- **Step 5: Final Written Decision**

The Charter School’s decision shall be in writing and sent to the complainant. The Charter School’s decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant’s right to appeal the Charter School’s decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the
filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School’s expectations. The report shall not give any further information as to the nature of the disciplinary action.

**Appeals to the California Department of Education**

If dissatisfied with the Charter School’s decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School’s decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School’s decision.

Upon notification by the CDE that the complainant has appealed the Charter School’s decision, the Director or designee shall forward the following documents to the CDE:

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

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.
**Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

**The SAE - Student Computing Devices/Equipment and Acceptable Use**

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

The SAE’s unique focus on the integration of arts and academics is considered in this policy and works as a safeguard for student use of technology and equipment.

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

The SAE retains sole right of ownership of computing devices and related equipment. The SAE retains the right to collect and/or inspect the computing device at any time, and to alter, add, or delete installed software or hardware.

**Computing Devices and Equipment**

*Receiving Your Computing Device or Equipment*

Parents/guardians and students must sign and return the Acceptable Use Policy and Handbook Acknowledgement documents before their child is allowed to use SAE-issued technology and equipment, including but not limited to: labs, recording equipment, and classroom laptops.

Students, who transfer, withdraw, are suspended or expelled from The SAE during the school year, must surrender any device or equipment upon termination of enrollment.

**Device/Equipment Return Fines**

Failure to return the device or equipment may result in a theft report being filed by The SAE with the local police department. If a student fails to return the device or equipment upon termination of enrollment at The SAE, that student and/or parent/guardian will be subject to criminal prosecution or civil liability. The student will also pay the replacement cost of the device, or, if applicable, any insurance deductible.

Furthermore, the student will be responsible for any willful damage to the device or equipment. The student will be charged a fee for any needed repairs, not to exceed the replacement cost of the device.
**Maintenance of Devices and Equipment**
Students are responsible for the general care of the device or equipment they have been issued by the school. Devices and/or Equipment that are broken or fail to work properly must be taken to the The SAE’s Information Technology (IT) Department for an evaluation of the equipment.

**General Precautions**
Devices and Equipment are school property and all users will follow this policy and the The SAE’s Acceptable Use Policy for technology;

- Cords and cables must be handled carefully to prevent damage;
- Laptops must be returned in their original working condition to the appropriate laptop cart and plugged in correctly;
- Devices and Equipment must remain free of any writing, drawing, stickers, or labels that are not the property of The SAE;
- Devices must never be left in an unsupervised area including but not limited to: unlocked cars, and campus common areas;
- Students may not use “skins” or stickers to “personalize” devices and equipment. Devices and Equipment are for all authorized students and personnel of The SAE.

**Carrying Devices**
The guidelines below should be followed:

- Carry laptops with both hands.
- Avoid placing too much pressure and/or weight (such as folders and workbooks) on the tablet screen or laptop.

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

- Do not lean on the top of the device.
- Do not place anything near the device that could put pressure on the screen.
- Do not place anything that will press against the cover. Clean the screen with a soft, dry cloth, microfiber or anti-static cloth. No harsh cleaners that can damage the surface of the device can be used.
- Do not “bump” the device against walls, car doors, floors, etc. as it will eventually break the screen.

**Passwords**
Devices will be password protected. Students are prohibited from sharing their password with anyone else except their parents/guardians for their own protection. Students who use an account that is not their own may be subject to disciplinary consequences.

**Screensavers/Background Photos**
A standard screensaver or background will be preset on laptops and tablets. Backgrounds that are considered, but not limited to, inappropriate, abusive, hateful, harassing, or sexually explicit in nature cannot be used as a screensaver or background photo. Students are subject to consequences based on the nature of a modified screensaver/background.
**Photos/Music**

Photo/image storage on the devices will be for school projects only. Storage of student personal sound, music, games, programs, photos or downloaded images is not allowed.

- Students may not download music from iTunes or any other music-sharing site unless directed by or with the permission of a teacher.
- Music is only allowed on the device if provided by the teacher for educational use.
- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Non-educational games or applications are not allowed on the tablets.

**Managing Your Files and Saving Your Work**

**Saving Work to Google Docs, iCloud or The SAE Approved Data Storage Solution**

It is the student’s responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Tablet and Laptop malfunctions are not an acceptable excuse for not submitting work; therefore, students should back up all work.

**Software on Devices**

**Originally Installed Software**

The SAE will synchronize the device to contain the necessary programs for school work. The software/apps originally installed by The SAE must remain on the tablet in usable condition and be easily accessible at all times.

**Procedure for Reloading Software**

If technical difficulties occur or illegal software (non SAE-approved) is discovered, devices will be restored from backup. The school does not accept responsibility for the loss of any software or documents deleted due to a reformat or reimage. In this event, the student can lose the privilege of device use.

**Acceptable Use**

The SAE’s technology resources that are provided by the school are not transferable or extendible by students to people or groups outside the school and terminates when a student is no longer enrolled in the school.

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

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

**Parent/Guardian Responsibilities**

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

**The SAE Responsibilities**

- Provide internet and email access to students, including a SAE-issued email address.
● Provide data storage areas through Google Drive. The SAE reserves the right to review, monitor and restrict information stored on or transmitted via school-owned equipment and to investigate inappropriate use of resources.
● Provide staff guidance to aid students in doing research and help assure student compliance of the acceptable use policy.

**Students Responsibilities**

- Use computers/tablets in a responsible and ethical manner. Comply with general school rules concerning behavior and communication that apply to tablets/computer use.
- Use all technology resources in an appropriate manner so as to not damage school equipment. Damages include, but are not limited to, the loss of data resulting from delays, non-deliveries, or service interruptions caused by the student’s own negligence, errors or omissions.
- Help The SAE protect their computer system/device by contacting an administrator or teacher about any security problems encountered.
- Monitor all activity on their account(s).
- Turn off and secure devices after use to protect work and information.
- Return devices to their source after use or as directed by The SAE personnel. In the event that the student is unsure of its source for any reason, the device should be returned to their teacher, an administrator, or the campus main office.
- Do not post personal identifiable information, including, but not limited to: name, address, or social security number.

**Strictly Prohibited Student Activities**

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing school policy or law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of chat rooms, sites selling term papers, book reports and other forms of student work.
- Use of any messaging services (e.g., Google Chat, MSN Messenger, ICQ, AIM, IMO).
- Non-educational games or games not approved by a teacher.
- Use of social media outside of approved educational purposes (e.g. Facebook, Instagram, Snapchat). Please see “Social Media” section of this policy.
- Use of outside data disks or external attachments without prior approval from the administration or teacher.
- Changing or removing device settings or The SAE’s loaded device management profiles (exceptions include personal settings such as font size, brightness, etc.).
- “Jailbreaking” a tablet/device or loading software that bypasses the system’s original security measures or normal mode of operation.
- Spamming or sending mass or inappropriate emails.
- Gaining access to other students’ accounts, files, and/or data.
- Use of the school’s internet/email accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications such as, but not limited to, MSN Messenger, Yahoo Messenger, email, etc.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism of school equipment (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components)
- Transmitting or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients.
- Bypassing The SAE’s school web filter through a web proxy.
- Creating, sending, accessing or downloading material, which is abusive, hateful, harassing, or sexually explicit (e.g., engaging in inappropriate activity, such as but not limited to, sending threatening messages on social media or other forms of cyber-bullying).

**Social Media**
Students of The SAE are expected to set and maintain high ethical standards in their use of social networking. Since social media reaches audiences far beyond the community, students must use social sites responsibly and be accountable for their actions. If a student sees anything of concern on a fellow SAE student's social networking page or account, he/she should immediately contact the school’s administration, teachers, or another adult within the school.

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

**Tablet and Laptop Care**
Students will be held responsible for maintaining school devices and keeping them in good working order. Batteries must be charged and ready by following the check-in/out policy at the school.

Devices that malfunction or are damaged must be reported to the teacher, administrator, or the campus main office. The school will be responsible for repairing devices that malfunction or are accidentally damaged. A device that is willfully damaged by the student will be repaired and the insurance deductible cost will be borne by the student. Repairs may take between 7 to 10 days to complete.
A device that is stolen must be reported immediately to a teacher, administrator, or the campus office.

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

**Plagiarism is a Violation of the School's Code of Conduct**
Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the internet, such as graphics, movies, music, and text.

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

**Student Discipline**
If a student violates any part of the above policy, he/she may be subject to disciplinary action in accordance with The Handbook policies and procedures outlined for discipline. Student discipline may vary based on the infraction.

**Protecting and Storing the Device**

**Storing the Device**
When students are not using devices, they should be stored in a tablet or laptop storage unit in the classroom or designated charging cart.

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

**Damage Responsibility**
Parent(s) will be held responsible for ALL willful damage to a device, including, but not limited to: broken screens, damaged metal casing, cracked plastic pieces, in-operability, etc. Should the cost to repair the device exceed the cost of purchasing a new device, the student’s parent or guardian will pay for the value of the property at the time it was lost or damaged. California Education Code section 48904 states, in pertinent part, that the parent or guardian of any minor who willfully cuts, defaces, or otherwise injures any real or personal property of The SAE or its employees, or fails to return same upon demand of The SAE, shall be liable for all damages caused by the minor.
Students should report any damage to the immediate teacher for further evaluation. Responsibility will be determined after the device is sent for repair.

**Technology and Internet Safety**

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

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

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

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

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

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

In compliance with the Children's Online Privacy Protection Act ("COPPA"), The SAE strictly follows
the rules and regulations set forth by the Federal Trade Commission and for this reason, The SAE emails
provided to students under the age of 13 are prohibited from sending and receiving emails outside of the
The SAE domain.

All users will abide by The SAE’s security policies.

**Privacy Policy**
The SAE System Administrator has the authority to monitor all accounts, including e-mail and other
materials transmitted or received via the accounts. All such materials are the property of The SAE.
Account users do not have any right to or expectation of privacy regarding such materials.

**Penalties for Improper Use of The SAE Accounts**
The use of the account is a privilege, not a right, and inappropriate use will result in the restriction or
cancellation of the account. Inappropriate use may lead to any disciplinary and/or legal action, including
but not limited to suspension or expulsion, or criminal prosecution by government authorities. The SAE
will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.
**Computer and Internet Policies**

Each Student will be required to sign a Digital Citizen Honor of Code before they are allowed to use school computers and the internet.

Computers are available for students’ academic use in classrooms and in the Main Campus computer lab, Middle School computer lab, and the DTC Campus computer lab.

While The SAE attempts to provide complete computer and internet access to its students, computer facilities are limited. The SAE upholds community standards of decency in computer use and students will lose computer privileges should they engage in any conduct that the school finds inappropriate. Such conduct includes, but may not be limited to, accessing pornography or violent or disturbing images, playing games without express consent, engaging in plagiarism, or accessing prohibited sites. Students are not allowed to put any software on any computers.

Computers in classrooms are managed by the classroom teachers and cannot be used without their permission.

The computer labs are available to students during regular school hours when classroom teachers have arranged for its use and/or if classroom teachers have made specific arrangements with the Digital Media Faculty.

Before and after school, as well as during lunch, use of the computer lab is a privilege that can be given or taken away at the discretion of school faculty and staff.

**Electronic/Digital Device Policy**

Personal electronic/digital devices, including but not limited to phones, tablets, portable game players, CD players, and iPods are brought to school at your own risk. The SAE is neither liable, nor responsible, for these personal items.

The SAE will not replace an item if it is lost, stolen, or damaged during school hours or at any school-sponsored event or function. The SAE is not responsible for providing secured and locked places to store these items even when confiscated. This includes when students are in PE classes or during an emergency drill.

Phones, which include mobile phones and school telephones, are not to be used during school hours, except at break times and lunch. Students may use the telephone, which includes mobile phones and school phones, before and after school (before 8:05 am and after 3:30 pm) and during break and lunch ONLY. This includes using the mobile phone's text messaging, games or camera features.

1. Cell phones may not be on seen or heard on campus during class unless it is a part of teacher’s curriculum.

2. First and second violations of the cell phone policy will result in phones being confiscated and stored by teacher until the end of the school day. Should a third violation occur, the student’s phone will need to be turned in to the assistant Executive Director office and retrieved by a parent.

Mobile phones are to be left IN THE STUDENT’S BACKPACK and TURNED OFF. Mobile phones
(which are on, go on ring, send or receive messages, or that disrupts class or are used during class time) will be confiscated and will be returned only to the parent/legal guardian. Students may not use office telephones except for school business approved by the administration.

Earphones are allowed during passing periods and lunch only. Earphones should be removed before entering class. Any visible earphones (inside the classroom) will be confiscated. Teachers may determine if students are allowed to use them during certain instructional activities. Camera functions on a phone or any other device may not be used at any time except under Teacher/Administration supervision and permission.

Cameras can be used for cheating and taking pictures of people secretly, so the use of them needs to be monitored by school personnel. Students are not permitted to voice record, take pictures of, video record, or keep electronic record of other student, staff, or guests of The SAE without permission. Students are also not permitted to post pictures or recordings of other students, staff, or guests of The SAE to social media in any form without permission. This can constitute harassment and/or bullying and may lead to disciplinary consequences based on the infraction.

**Community Involvement and Volunteering**
To promote respect for the property of the community, students will be given the opportunity to serve on graffiti removal and mural teams during regularly scheduled community work days. The SAE is also committed to inviting guest speakers to educate students on legal and safety issues involved with tagging and graffiti.

**Field Trips and School Activities**
Educational study trips are available to students at The SAE. These include walking trips, trips by private and district vehicles, buses or other public transportation. All trips require the written permission of the parent/legal guardian (waiver forms are available from each teacher). The student must also inform all of their teachers prior to participation and make up all work missed as a result of the trip. (See Performance Criteria)

**Gallery Access and Use**
The SAE shares the Downtown Center (DTC Campus) with the art gallery located downstairs. The art that is displayed in that gallery is delicate and expensive. If a student damages gallery property or any art in the gallery, accidentally or through intentional design, the student and the student's family will bear full financial responsibility for the cost of repair or replacement. By signing and returning the attached signature page, you state that you understand this responsibility and accept the terms for student use of the gallery.

**Identification Cards**
Each student at The SAE will be issued a photo ID card. ID cards serve as proof of enrollment. Students are required to carry IDs at all times, and must be able to produce their IDs if so requested by The SAE staff. IDs are required at all school sponsored events or functions. I.D. cards are used for the lunch program and seniors must carry their I.D. cards when off campus at lunch. Lost or stolen IDs should be immediately reported to the Main Office; replacement cost will be charged.
**Lost and Found**
Lost and found articles must be turned in to the Main Office on each campus. Items will be held for two (2) months. After such time period, items will be given to charity.

**Work Permits**
Students must be 15 years of age and maintain a 2.5 grade point average with no grade less than “C”, and satisfactory attendance in order to qualify for and retain a work permit. The Executive Director/designee shall revoke a student’s work permit whenever he/she determines that employment is impairing the student’s health or education. Therefore, The SAE will maintain the following policy:

a. Students whose total block absences exceed 30 blocks in any given semester, 60 per school year, will lose their right to a work permit and the Executive Director/designee will revoke the work permit.

b. In order for a work permit to be reissued, students must meet the following criteria: No more than 3 unexcused blocks absences during the following grading period. Students must also maintain a 2.5 grade point average with a no grade less than “C”.

**School Breakfast and Lunch Program**

**Lunch Break and Breakfast**
Lunch Break is approximately 30 minutes. Free and reduced lunch applications are available during registration or they may be picked up in the front offices. They must be completed and returned by the due date and a new application must be completed each year. We require all student/parents to fill out the lunch form even if they are not eligible for free or reduced lunch. If a student fails to complete an application, he/she may be charged the full price for a school lunch. Menus are posted in the office and The SAE website each month. Students may bring lunch or purchase lunch. Students may receive breakfast during break or prior to school. Check with the Main Office for current breakfast serving times. Students are NOT allowed to leave campus during break. Lunch break times may vary according to flex scheduling or special events. Free and reduced lunch forms for eligible students are available in the Main Office.

**Unpaid Meal Charge Policy**
Every student has an account set up for accepting prepaid deposits for the meal program. The School of Arts and Enterprise encourages payment in advance for full and reduced pay meals, which enables the school to achieve the above goals.

When a student does not have enough money in his/her meal program account to cover the cost of a meal, he/she will be permitted to charge meals up to a maximum of the dollar equivalent of:

- Full Pay $100.00
- Reduced Pay $8.40

Unpaid charges place a financial strain on the school. The School of Arts and Enterprise requests that charges be repaid the following school day. Once a student reaches the charge maximum, The School of Arts and Enterprise will no longer provide a school meal until the balance is under the maximum limit.
NOTIFICATION OF LOW/NEGATIVE CASH BALANCES

- The point of sale device (PowerSchool) sends a message to the cashier when the student’s balance is low. The cashier will notify the student that they need to deposit money into their meal account.
- **Negative Balance Notices** will be given to ALL students (6-12th grades) to take home for their parent/guardian as a reminder to replenish the student meal account with money owed and for any future meals. A copy of the letter will also be mailed home.
- When the student’s account has reached the maximum limit of allowable charges, the household will be notified by email and telephone to cover the balance. In this case a home packed lunch will be needed until the balance is paid in full. The school will not provide alternate meals.

**CHARGING** of meals without available funds will **NOT** be allowed two weeks prior to the end of the school year and one week after the beginning of the next school year. All outstanding balances must be paid before the last day of school.

Should you have any questions, please contact the school’s Meal Program Director.

**Meals**
All students are provided both breakfast and lunch during the school day. Breakfast will be served five days a week and is 20 minutes long. Lunch is served every day and is 30 minutes long. Students in the lunch line are identified using a student ID scanner.

Students are required to return promptly to their class or activity at the end of nutrition break and lunch. Activities such as using the phone, the restroom, etc. should occur at breaks, and before or after school. Students unable or unwilling to follow the break and lunch schedules will be subject to disciplinary policies.

**Meal Applications**
Applications for free and reduced-price meals must be completed each school year and returned by the due date. Applications will be made available July 1st prior to the start of the school year, and will be sent home to families or may be picked up from the school’s main office. Failure to complete an application will result in the student(s) being charged the full price for school meals (e.g., lunch, breakfast). To prevent overt identification of the students’ statuses, no payments will be accepted in the lunch line. Students may prepay by submitting deposits to the school’s main office. Students with outstanding balances will receive bi-weekly or monthly balance statement mailed directly to their homes. Parents/guardians are expected to pay the indicated amount promptly.

**On-Campus lunch is located at The SAE Main and Middle School Campuses.**
All students are to return to and remain on The SAE Main Campus for lunch. Students found off campus without school and parent/legal guardian permission are subject to disciplinary action. Some 12th graders may receive special privileges to go off campus for lunch, according to the following criteria:
**Off-Campus Lunch Policy**

Only 12th grade students with parent/guardian permission may be eligible for Off-Campus Lunch Privileges. Each eligible 12th grade student will be issued an Off-Campus Lunch Privilege sticker to be put on his or her ID card. Eligible 12th grade students must produce this card on request from The SAE staff before leaving campus for lunch.

Unacceptable behavior while off campus may result in the permanent removal of a student's Off-Campus Lunch Privilege. Administration reserves the right to remove a student's Off-Campus Lunch Privilege indefinitely.

- Senior students are eligible to participate in The SAE's Off-Campus Lunch Privilege by submitting a permission form with parent/legal guardian signature.

- Student must be back on time. After two tardies during the semester, Off-Campus Lunch Privilege is removed for one month in addition to the consequences outlined in the tardy policy. The senior student will lose their lunch privilege for the semester after the 3rd tardy per semester.

- Students must stay within the following parameters: Mission to Holt, Garey to Park, and Antique Row/Arts Colony.

**Dropping Off Lunch**

Parents may provide their child with food that may be eaten during nutrition and/or lunch. **Glass bottles and glass containers are not permitted on school campus.** Parents may not bring food for any students other than their own (i.e., a whole pizza to share with class). The sale of any outside food items is prohibited on campus. If a student is having lunch dropped off at the Main Campus, please bring it to the Main Office. Middle School lunch drop-off is handled in the Middle School front office. Thank you.

**Messages and Deliveries to Students**

The office staff is not able to deliver messages to students in classrooms unless there is a case of serious medical emergency or circumstances of similar urgency. Students are not to be pulled out of class for messages. **Please do not text or call students on cell phones while classes are in session.**

**McKinney Vento Homeless Act**

As required by Federal law (McKinney-Vento), The SAE ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth.

For additional information concerning services for homeless children and youth, please contact the High School Counselor.

**Homeless Students**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)): 
1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

**School Liaison**
The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C).):

High School Counselor
295 N. Garey Ave.
Pomona CA  91767
909 622 0699

The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at The SAE.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Early Start programs under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by The SAE, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, The SAE and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the
youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the School, a copy of the School’s complete policy shall be provided at the time of enrollment and at least twice annually.

**Students with Disabilities**
If you believe your child may qualify for services or accommodations as a student with disability, please contact The SAE Director, Germaine Nesbitt. Her contact information is listed at the beginning of the Handbook.

**SPECIAL EDUCATION and Child Find**
We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (IDEIA), Education Code requirements, and applicable policies and practices of the El Dorado SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The SAE collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

**Section 504**
The SAE recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools.

The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA").
The SAE’s Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If The SAE does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided The SAE shall periodically review the student’s progress and placement.

A copy of The SAE Section 504 policies and procedures are available upon request.

**Teacher Qualification Information**

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

**State Testing**

The SAE shall annually administer state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress (“CAASPP”), as required by law. Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of state assessments shall be granted.

**Student Records**

The School’s administrative team is in charge of student records. Pupil records maintained by the School consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school where the pupil is attending. The Executive Director or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices. Except for directory information, pupil records are accessible only to parents or legal guardians, a pupil 18 years or older (“eligible students”) or having completed the 10th grade, the personnel, including independent contractors, for the School who have a legitimate educational interest in the pupil and other specified persons under certain circumstances prescribed by law. When a student moves to a new school/school district, records will be forwarded upon request of the new district within 10 school days.
If parents/guardians would like to examine a child’s record, the parents/guardians should submit a request in writing to the Executive Director or designee. The School will make the records available within five business days of receipt of a written request.

**Confidential Student Information:** The School must have a signed and dated written permission from the parent or eligible student before releasing any information from a student’s education record except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. In addition, the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

The SAE may also disclose without obtaining prior written consent of the parent or the eligible student in the following instances:

1. To authorize representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local education authorities, such as the State Educational Agency in the parent or eligible student’s state (SEA). Disclosures under this provision may be made subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported educational programs, or for the enforcement of or compliance with Federal legal requirements that relate to the programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).

2. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).

3. To accrediting organizations to carry out their accrediting functions (§§99.31(a)(7)).

4. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
5. To comply with judicial order or lawfully issued subpoena. (§99.31(a)(9)).

6. To appropriate officials in connection with health or safety emergency, subject to §99.36. (§99.31(a)(10)).

7. Information the School has designated as “directory information” under §99.37. (§99.31(a)(11)).

**Directory Information:** The Family Educational Rights and Privacy Act (“FERPA”), a Federal law, affords parents and students who are 18 years of age or older certain rights with respect to the student’s education records. FERPA requires that the School, with certain exceptions, obtain a parent/guardian or eligible student written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless a parent/guardian or eligible student has advised the School to the contrary in accordance with this policy.

“Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The School has designated the following information as directory information:

- Student's name
- Student’s address
- Parent/guardian’s address
- Telephone listing
- Student’s electronic mail address
- Parent/guardian’s electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records...
without your prior written consent, you must notify The SAE in writing at the time of enrollment or re-enrollment. Please notify the School Executive Director at:

The School of Arts and Enterprise  
295 N. Garey Ave.  
Pomona, CA 91767

If parents/guardians and eligible students believe the School is not in compliance with federal regulations regarding privacy, they have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Pupil Record Challenges Policy

The parent of a pupil or former pupil or eligible student may challenge the content of their child’s pupil record to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following:

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 pupil

A parent or eligible student may use a pupil record challenge to appeal a suspension of a pupil which has already been served.

To challenge a pupil record, a parent or eligible student must file a written request with the Executive Director to correct or remove any information recorded in the written records concerning his or her child.

Within 30 days of receipt of a written request from a parent, the Executive Director or the Executive Director’s designee must meet with the parent or eligible student and the certificated employee who recorded the information in question, if any. The Executive Director must then sustain or deny the parent or eligible student’s request and provide a written statement of the decision to the parent or eligible student.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or Executive Director’s designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil’s grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Executive Director denies any or all of the allegations and refuses to order the correction or the removal of the information, the Executive Director must inform the parent or eligible student of their right
to a hearing under FERPA.

The parent or eligible student may, within 30 days of the refusal, appeal the decision in writing to the Board of Directors. Within 30 days of receipt of a written appeal from a parent, the Board of Directors will hold a formal hearing, in closed session, with the parent, eligible student and the certificated employee who recorded the information in question, if any, and determine whether or not to sustain or deny the allegations. The Board of Directors will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing. The Board of Directors will give the parent or eligible student a full and fair opportunity to present evidence relevant to the requested amendment of pupil records. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney.

Within thirty (30) days after the conclusion of the hearing, The SAE’s decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision. The Board of Directors’ decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Board of Directors sustains any or all of the allegations, it must order the correction or the removal and destruction of the information. However, the Board of Directors shall not order a pupil’s grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both the reasons for which the grade was given and is, to the extent practicable included in all discussions relating to the changing of the grade.

The decision of the Board of Directors shall be final.

The Executive Director or the Board Chairman may convene a hearing panel to assist in making determinations regarding pupil record challenges provided that the parent has given written consent to release information from the pupil’s records to the members of the panel convened. The hearing panel shall consist of the following persons:

1) The Executive Director of a public school other than the public school at which the record is on file
2) A certificated employee
3) A parent appointed by the Executive Director or by the Board of Directors, depending upon who convenes the panel.

If the final decision of the Board of Directors is unfavorable to the parent, or if the parent accepts an unfavorable decision by the Executive Director, the parent or eligible student shall be informed of their right to submit a written statement of objections to the pupil record information. This statement shall become a part of the pupil’s school record and shall be maintained for as long as the record is maintained.

**School Sponsored Events and Regulations**

Dress for most school sponsored events and functions, including dances, will be regular school attire. Any special attire will be announced prior to the event, function or dance. Students who are not dressed appropriately will not be allowed into the event, function or dance.

Students will be asked to present their SAE ID card to enter any school sponsored events and functions. Students need to bring their ID cards to all dances. Students must remain inside or within specified areas.
once they have arrived. Once a student leaves the event, function or dance, the student cannot return. The SAE's discipline policy and dress code policy applies.

Students are expected to follow school rules and the Code of Conduct at all school sponsored events and functions (including dances). Rules about smoking and drinking apply at all times, including those events or functions held off campus. Serious behavior violations and all substance-use violations will be referred to the police.

**Guest Passes**
Students may obtain special permission to escort a Guest to school sponsored events or functions. Students must complete the Guest Pass form at least one (1) week prior to the event or function. Guests must accompany the identified student at all times during the event or function; must be a student 18 years of age or younger; and must present ID to staff or faculty members upon entering the event or function. The SAE Code of Conduct and other school rules and regulations apply. The SAE reserves the right to refuse service to guests.

**Publication/Freedom of Expression Policy**
The SAE respect students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of The SAE.

**Distribution of Circulars, Newspapers, and Other Printed Matter**
Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the The SAE schoolsite Executive Director or designee at least one school day prior to distribution.

2. Distribution, free or for a fee, may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the The SAE schoolsite Executive Director).

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the The SAE schoolsite Executive Director).

5. Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

6. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. The SAE officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

**Buttons, Badges, and Other Insignia of Symbolic Expression**

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

**Posted Materials**

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and The SAE administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech.

**Organized Demonstrations**

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

**Enforcement**

1. The SAE schoolsite Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.

2. Any student may appeal the decision of the The SAE schoolsite Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the
appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.

3. The SAE schoolsite administrator shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

4. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.

5. This Policy does not prohibit or prevent The SAE Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of each The SAE school.

6. No SAE employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

Parking tips
Parents/legal guardians and other visitors to The SAE are subject to the parking procedures and restrictions that apply to the facility that they are visiting. If visiting The SAE Main Campus, there is free street parking on the streets surrounding the school, most notably on Thomas and Commercial Streets, but also on Monterey and Main Streets. If visiting The Downtown Center, visitors must purchase a parking pass (subject to change) at the pay box on the corner of 3rd and Main Streets. Cars may be subject to ticketing and towing by Pomona PD if the parking pass is not displayed. Middle School parking is on Main and Third Streets as directed by city regulations. In addition, two (2) hours of free parking is available on the streets surrounding the school and in the Downtown Center parking lot in the marked spaces only.

Student Parking
Students are not allowed to drive from campus to campus during the school day. They are required to walk under teacher/staff supervision, unless released with approved lunch permit, during lunch break. Students who choose to drive and park at the DTC must purchase a parking pass. Main campus student parking is available in the west lot of AMOCA. This is a privilege to use our neighbor’s parking lot.

Student Drop-off and Pick-up
Each campus has its own procedures to follow to ensure the safety of students. Please refer to the illustrated maps on the following pages relevant to the building your student is attending. Please also remember to follow the instructions of staff and faculty when dropping off or picking up your student. Parents should drop-off their student(s) no later than 8:00 a.m. prior to school opening and pick up no later than 3:45 p.m. unless scheduled tutoring/practice/rehearsal.
SECOND STREET

S. GORDON STREET

MAIN STREET

THIRD STREET

DTC
DROP OFF AND PICK UP

DTC PARKING LOT

**SENIORS ARE ADVISED TO PARK HERE FOR SAFETY.
A DAILY PARKING PASS MUST BE PURCHASED. NOT HAVING A PARKING PASS WILL RESULT IN A PARKING TICKET ISSUED BY THE CITY.**