Alternative Education

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

2021-22
Staff
Handbook

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Alternative Education Overview

The Alternative Education Department of the Santa Cruz County Office of Education offers 27 unique academic programs at 17 different school sites throughout the county. The Alternative Education Court and Community programs serve students in grades 6 to 12 with the vast majority of students being in high school. The Alternative Education Program has steadily grown and evolved over the years to meet the ever-changing demands of our student population, but our mission and philosophy remain the same.

The Alternative Education Program first received accreditation in 1994, one of the first Court and Community School Programs in California to receive accreditation. That year, and every subsequent review year following, (2000, 2006 and 2012 and 2018), we have proudly received a six-year accreditation term with a three-year review.

Our Mission

The mission of the Santa Cruz County Office Alternative Education Program is to provide a safe, supportive learning environment that empowers students to achieve academic, social, and vocational excellence.

Our Philosophy

We believe that the educational success of our students is dependent upon quality academic and effective programs, which are supported by a healthy organization, our students' families, and effective community partnerships. Our programs are student-centered and adaptive to meet individual needs. We value personal and professional development. Staff works collaboratively to facilitate learning and change.

We Believe That
- All students can learn
- All students can grow socially and emotionally to become productive citizens
- Each student should be given the opportunity to fully develop his/her potential
- There is a need to facilitate learning by drawing on individual strengths and learning styles
- Structured educational environments and programs help our students to learn
- Each student has a right to a physically and emotionally safe environment that is conducive to learning
- There is strength in diversity
- Collaborative relationships are essential in delivering quality services and effective programs to our students
- We are accountable through evaluation of students and programs

School-wide Goals

The SCCOE Alternative Education Program will prepare students to be:

1. *Literate.*
Literate students…
   - Think critically and problem solve
   - Demonstrate growth in multiple academic disciplines
   - Communicate and receive ideas effectively through reading, writing, listening, speaking and visual representations
   - Value life-long learning
   - Apply 21st century technological competencies

2. *Ethical.*
Ethical students...
   - Show respect for themselves, others and the environment
   - Are responsible for their actions, the choices that they make and for the resulting outcomes
   - Possess effective social skills and manage conflict constructively.
   - Are active and positive members in their communities who seek ways to serve or give back
   - Are responsible family members

3. *Empowered.*
Empowered students…
   - Explore a variety of career pathways and post-secondary educational opportunities and construct realistic career goals based on interest and ability
   - Discover their unique talents and abilities and utilize them to advocate for themselves and their communities
   - Understand the relationship between school success and success in the workplace
   - Can advocate for themselves in the post-secondary academic community and in the world of work.
   - Develop and utilize personal and community resources to promote a healthy lifestyle

[1]In choosing the three Schoolwide Goals, staff considered the 2007 Smart and Good Schools Report By Character Education experts, Thomas Lickona, Ph.D. and Mathew Davidson, Ph.D. The report surveyed 24 highly recognized high schools in an attempt to find commonalities. The report concluded that great schools have "two great goals: to help students become *smart* (in the multidimensional sense of intelligence) and to help them become *good* (in the multi-dimensional sense of moral maturity)." The authors found that each of these schools promoted and explicitly taught two types of Character: Performance Character and Moral Character. They referred to these schools as Smart and Good Schools. This is what our "Literate" and "Ethical" SWGs are based on. However, further staff discussion revealed that for us, an equally important student outcome was that students would be prepared for their post-secondary lives. We believe that all students should be "empowered" to become self-determined adults. Simply put, we believe that Alternative Education should prepare its students to be "Smart," "Good," and "Ready."

Staff Contact List
Staff Roster Will Be Inserted Here

2021-22 Academic Calendar

2021-2022 Santa Cruz County Office of Education and Student Program Calendar
Board Approved: March 18, 2021

2021 July	M	T	W	TH	F
				1	2
	⑤	6	7	8	9
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NOTABLE DATES

Date	Description
July 5	Legal Holiday
Aug. 9	Orientation Day
Aug. 10	Teacher Work Day
Aug. 12	First Student Day
Sept. 6	Labor Day
Nov. 11	Veterans Day
Nov. 24, 26	Board Holiday
Nov. 25	Thanksgiving Day
Dec. 23	Board Holiday
Dec. 24	Legal Holiday
Dec. 30	Board Holiday
Dec. 31	Legal Holiday
Jan. 3	1st day of Semester
Jan. 17	ML King, Jr. Day
Feb. 14	Lincoln's Birthday
Feb. 21	Presidents' Day
May 27	Last Student Day
May 30	Memorial Day

2022 Jan.	M	T	W	TH	F
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LEGEND

- ○ Legal Holiday
- ☐ Board Holiday
- ☐ Orientation Day/Teacher work Day
- ⌐ ⌐ Winter/Spring Breaks
- ▢ Start/End of the Semester
- △ Alt. Ed Staff Dev. (No School)
- △ Special Ed Staff Dev. (No School)

SCCOE New Employee Orientation

Much of the philosophy, program and department details, and New Hire orientation information can be found on our Santa Cruz County Office of Education intranet website.

- Santa Cruz County Office of Education Intranet

- Personnel Manual

Additionally, Alternative Education information and resources can be found on our Alternative Education Intranet Site.

2021-22 Alternative Education Sites and Program Descriptions

North County Community Schools

Cypress High School
Cypress High School, home of the Sea Otters, is a welcoming learning environment focusing on small classroom size, inclusivity, and college preparation, serving students in grades 9-12 from all corners of Santa Cruz County.
2039 Merrill Street, Santa Cruz, CA 95062

London Nelson High School
Located in the London Nelson Community Center in downtown Santa Cruz, LNHS teaches students to be intelligent, thoughtful, and compassionate individuals. Students experience success through sound academic instruction in an environment that is safe, supportive ,and stresses community values. London Nelson was a Santa Cruz resident in the 1850's. A former slave, Nelson donated his land to the school district upon his death in 1860. The community center was built as an elementary school in 1932, but is now named after Nelson for his support of local schools.
301 Center St.-Rm 6, Santa Cruz, CA 95060

Natural Bridges High School
Natural Bridges High/Career Training Center is a program for students in grades 10-12 who are seeking employment training while earning credits toward high school graduation.The program includes training for careers in agriculture, construction, alternative energy, habitat restoration, and computers; courses in local ecology, history, economics, as well as other graduation requirements; and instruction in written and spoken communication, presentation and leadership skills.
313 Swift St, Santa Cruz, CA 95060

Oasis High School Aptos
Designed to meet the needs of students who benefit from a personalized learning program. Oasis staff work collaboratively with the student, their parents/guardians, teacher, and counselor to design an education plan. Oasis is located on the Cabrillo College campus and works closely with the college to provide students an excellent learning experience through a combination of Oasis and Cabrillo coursework. Oasis staff work to empower students and provide a literal "oasis" that is safe and supportive.
Cabrillo College, 350 Bldg, 6500 Soquel Dr, Aptos, CA 95003

Santa Cruz Community School (Phoenix Academy)
Santa Cruz Community School is a structured learning environment that uses the Social Emotional Learning framework to guide adolescents in grades 7-9. Phoenix focuses on and encourages students' interest and abilities, so that each student achieves academic, social, and emotional success.
411 Roxas St, Santa Cruz, CA 95062

San Lorenzo Valley Community School (Highlands)
Highlands is a unique, fun-based learning environment. Based on a riverfront park in the redwoods. Highlands provides a nurturing, homelike atmosphere for students in need of a safe, structured, and supportive environment. Beyond individualized academics, our core focus is acceptance, compassion, and flexibility, based on Trauma Informed Care, self-empowerment and building healthy life skills. With an abundance of creativity and "love," Highlands has been an often life-changing experience.
Highlands Park, 8500 Highway 9, Ben Lomond, CA 95005

Seabright High School
We are creative, flexible, ambitious, independent and responsible learners. We are creating a learning community where students have choices, reach their goals, appreciate diversity and feel safe. Through individualized programming, small daily classes, and recreational activities. Seabright is located on the Santa Cruz Community School campus.
411 Roxas St., Santa Cruz, CA 95062

Star Community School
Star is a small student-centered community that provides a safe, nurturing environment that fosters academic and behavioral growth, so students can develop the self-confidence needed to be successful adults in the 21st century.
515 Frederick St, Santa Cruz, CA 95060

Star PLC

Star Personalized Learning Community provides a safe space for students to grow, develop, and work towards their personal and academic goals. Star PLC is a hybrid between Independent Studies and a Day Program. Star PLC focuses on supporting students in a small, holistic, safe environment. Juniors and seniors will be encouraged to attend a Cabrillo class and while in high school.
515 Frederick St, Santa Cruz, CA 95060

The Cottage

This small single-classroom site creates an inclusive environment that re-engages students who have not experienced success in a larger setting. Through the use of tech-based instruction, The Cottage aims to build back student confidence in their ability to learn and be successful in society.
326 Evergreen St, Santa Cruz, CA 95060

The Camp

A school program within an in-patient drug and alcohol treatment center. The school is open year round and employs a staff with extensive experience and training related to providing education services within a therapeutic setting.
Address: 3192 Glen Canyon Rd., Scotts Valley, CA 95066

South County Community Schools

Dewitt Anderson

DeWitt Anderson School Strong, supportive, and empowering learning community for girls. The teaching and counseling staff are trained and experienced in supporting students as they transition to comprehensive high school, the work place, or college.
2716 Freedom Blvd, Corralitos, CA 95076

El Nido

El Nido provides a small classroom learning environment on the Cabrillo College campus in Watsonville. Students have the opportunity to participate in a myriad of opportunities such as CTE courses, outdoor learning opportunities, and the arts.
318 Union St, Watsonville, CA 95076

La Manzana Learning Community

A small, personalized learning community that provides a small, safe learning environment. All students are supported and encouraged to achieve their individualized academic, social and emotional goals.
18 Westlake Ave, Watsonville, CA 95076

Oasis High School Watsonville

Designed to meet the needs of students who benefit from a personalized learning program. Oasis staff work collaboratively with the student, their parents/guardians, teacher, and counselor to design an education plan. Oasis is located on the Cabrillo College Watsonville campus and works closely with the college to provide an excellent learning experience through a combination of Oasis and Cabrillo coursework. Oasis staff work to empower students and provide a literal "oasis" that is safe and supportive.

318 Union St, Watsonville, CA 95076

Sequoia Schools
229 Green Valley Rd, Freedom, CA 95019

Sequoia High School

Committed to Social, Emotional, Academic learning with an emphasis on vocational training and community involvement. SHS promotes this through restorative practices and ROP classes all encompassed in a 21st Century learning environment.

Sequoia Junior High School

Emphasis on Social Emotional Learning in a safe, healthy, and positive learning environment. Adolescents in the Sequoia Junior High Program learn study skills as well as life skills, and gain experience in the classroom and community.

Sequoia PLC

Sequoia Independent Studies

Early Care Sequoia

An Early Care Education Center is provided for infants and toddlers. This program allows students to continue earning credits while learning how to be an effective parent. Referrals are made through the program administrator or site teacher.

Court Schools
Escuela Quetzal

A school program designed for youth who are willing to actively participate in counseling services to learn how to make empowered decisions towards positive personal growth. EQ is made possible through a successful partnership between the Santa Cruz COE and Encompass Community Services.

241 East Lake Ave, Watsonville, CA 95076

Freedom Community
Freedom is a partnership with Santa Cruz County Probation and is located at the Watsonville probation office. The staff focus on empowering youth through a personalized learning approach.
1430 Freedom Blvd., Watsonville, CA 95076

Robert A. Hartman School
Educates the youth detained at the Santa Cruz County Juvenile Hall. Named after a dedicated teacher, Robert A. Hartman, the school is open year round and employs a staff with extensive experience. Hartman School provides a highly structured learning environment that supports individualized and group learning.
3650 Graham Hill Rd., Felton, CA 95018

Sequoia Academy School
A self-contained classroom designed to assist students who need extra support with study skills and setting educational goals. Sequoia Academy is committed to Social, Emotional, Academic learning with an opportunity for vocational training and community involvement.

Charter Schools
Career Advancement Charter School
- North County - Santa Cruz County Office of Education
- South County - Sequoia Schools Campus

Our Career Advancement Charter School (CAC) serves adults between the ages of 18-25, providing college and career preparation for students while obtaining their high school diploma.

Programs Overview

Alternative Education programs are designed to identify and remediate factors that have prevented students from succeeding in the regular comprehensive school environment. Students are referred by local school districts, Probation Departments, School Attendance Review Boards and Social Services. Length of placement varies, but is generally considered to be short term with the ultimate goal of transitioning students to less restrictive environments or post secondary vocational and educational opportunities. The curriculum is focused on improving literacy, numeracy, independent living skills, and College and Career Readiness while earning credits towards graduation. A strong emphasis is placed on building personal and social responsibility while improving personal and interpersonal interactions. The program content and structure is based on student needs. All programs are success-oriented.

Student Population Description

Alternative Education programs serve many types of students. The legal definition and description are covered in the Welfare and Institutions Code and Education Code. Frequently community school youth are referred to as 601, 602, 654 and 300. To identify these terms and more appropriately describe the youth eligible for and served by court and community schools, each term is defined below.

- 300 Youth removed from the home
- 601 Status offenders
- 602 Status offenders
- 654 Informal supervision by the probation department at the request of parents

Additionally, students who are unsuccessful in the comprehensive school setting for a variety of reasons, including social-emotional anxiety, drug and alcohol abuse, or other factors related to personal or home life, are also referred to Alternative Education by school districts and community partners.

Accreditation

Alternative Education programs are fully accredited by the Western Association of Schools and Colleges (WASC). We completed a WASC in 2018 and a Self Study in March of 2021. For our Self Study, we have a Leadership Team, Focus Groups, and instead of traditional home groups or department groups, our staff meets regularly at their individual sites and in specialized groups for professional development.

Santa Cruz County Office of Education Overview and Orientation

Employee Personnel Records and Information

Employee Personnel and Payroll Portal

Employees may access and change personnel records and payroll information using our [Employee Portal](#).

Timesheets

Timesheets for regular and supplemental personnel, certificated or classified, are due by the 15th of each month. Timesheets are available online in our Google drive or Intranet. Completed timesheets should be shared with Rosa Rosas, Department Coordinator, no later than the 15th of each month.

- Certificated employees (contracted teachers full or part-time) are required to submit certificated timesheets by the 15th of each month.
- Classified employees (Full or part-time) are required to submit classified timesheets by the 15th of each month.
- Temporary Certificated employees (Teacher Substitutes) are paid by reports from our Frontline Education Management System. All teacher absences must be entered into Frontline.
- https://app.frontlineeducation.com/
- Temporary Classified employees (Instructional aide substitutes) are paid by reports from our Frontline Education Management System. https://app.frontlineeducation.com/
- Summer Personnel - Certificated and Classified employees not contracted for the summer must submit Temporary Certificated or Classified timesheets by the 15th of the month. Timesheets are available online in our Google drive or Intranet. Completed timesheets should be shared with Rosa Rosas, Department Coordinator, no later than the 15th of each month.

Payroll

Regular Certificated and Classified employees are paid monthly on the 1st of each month. Temporary employees and Summer personnel are paid monthly on the 10th of each month. Questions regarding payroll should be directed to the SCCOE Business Department.

Workday

Full-time certificated employees are under contract to provide 7.5 hours a day. Full time instructional aides are expected to work 6 hours.

Substitute employees

We use Frontline Education for all absences, regardless of whether you need a substitute. Enter all absences into our Frontline Education program at Frontline online at https://app.frontlineeducation.com/ or call the automated system at **1-800-942-3767**. If you need a substitute, you can make the request within the absence. A quick reference card with instructions for substitute calling procedures is available in the Human Resources Department. A substitute's performance can be evaluated using the Substitute Evaluation Form which is available in the Human Resources Department.

Conferences and Workshops

Descriptions and listings of conferences and workshops are available at staff meetings and our Intranet. In addition, announcements of local conferences of interest are emailed or placed in site mail files. Please contact your supervisor if you are interested in attending a conference. Complete the "Request for Authority to Travel" for every conference both within County and out-of-county.

Mileage

Mileage claims may be submitted by staff members for mileage incurred while carrying out their duties. Prior approval by the program administrator is required.

Self-improvement Growth

Self-improvement growth opportunities are available to classified employees. Approval is granted by the self-improvement growth committee. Requests must be submitted not more than 10 working days after the last day of class. Forms are available at the SCCOE front desk.

Professional Leave

Certificated employees are allowed one day per month sick leave. Seven of these days each school year are allowed for personal necessity leave. Additional provisions are outlined in the Certificated Employee Unit Agreement. Employees must submit a personnel leave request form, obtaining prior approval when possible and record the leave on their monthly timesheets.

Injuries/Workman's Compensation

Staff injured on the job must notify the program administrator and file a workman's compensation claim within 24 hours of the occurrence. Forms are available by contacting the human resources department.

Staff Performance Evaluations

Certificated staff evaluations are conducted by the Alternative Education Programs' administrators according to the Certificated Employee Unit Agreement

Instructional Aide evaluations are conducted by the teacher and/or the Alternative Education Programs' administrators as defined in the classified employee unit agreement. All other classified staff are evaluated by their immediate supervisor.

Classified/Certificated Employee Unit Agreement

All binding Personnel policies and procedures are described in the Classified or Certificated Employee Unit Agreements. These Agreements are presented to newly hired employees and are distributed to all employees at the beginning of a new term of contract. They are available in the Human Resource Department.

Student Information and Records

Enrollment

Registration for new and returning students is done online through our InfoSnap portal for all new and returning students and must be completed prior to admission. Student intakes and enrollments for sites other than The Camp and Robert Hartman School are conducted at the County Office of Education and Sequoia Schools.

Sites are notified by phone or email of newly enrolled students and the enrollment process is completed prior to student admission. Teachers should contact the parent/guardian and student and schedule the site orientation.

Enrollment Forms

Student enrollment information should be reviewed by staff to ensure completeness and accuracy. Making sure this information is accurate will save time and ensure the office receives all required student records. It is important to list the city or county of the last school of attendance. Each student's Social Security number is also required.

- **Emergency Medical Aid** must be completed and signed to permit transportation and treatment of students in case of emergency. Pertinent medical history is included on the reverse side of the card. Site Staff should review this card immediately during a student's orientation.
    - Each student's emergency card should be easily accessible to site staff members. Emergency cards should be reviewed during the students orientation at the site. Staff members should be aware of all relevant medical information with the student and family, and make necessary provisions. If a student must be given medicine at school there must signed form from the doctor. We have the forms in the office.
- **The Field trip and voluntary activities participation** form authorizes and informs parents/guardians of our intent to provide additional learning opportunities outside the classroom. This yearly form does not take the place of an individual permission slip for class trips which must be obtained prior to departure for every off-campus excursion.
- **The authorization for public information** makes it possible to provide positive publicity about the program. Media requests to interview students must be cleared by an administrator.
- **The Home language survey** identifies the students first language and most commonly used language. This information assists Teachers in instructional planning and curriculum delivery. It is also the primary source of data for administering the ELPAC test.
- **Acknowledgement of Receipt of Parents Rights Information** is provided upon enrollment and parents are provided with the statement of the parent/guardian rights. This form acknowledges that parents have received notification of their. rights and they have the right to

permit or refuse their child's participation in certain school activities. The central office staff will notify the site staff if a parent refuses to have their son / daughter participate in any activity

- **Court and community school placement contract**
  Signatures of students and parents are required on this contract for all students who are eligible for admission under Section 654 of the welfare and institutions code.
- **Student intake history**
  Each student is interviewed during the intake process. Information regarding the student's school history, behaviors, and academic functioning is recorded on the Student Intake Form. This form is sent to the teacher with the enrollment and emergency forms.
- **Image permission slip** provides permission for student images to be included in media productions that would document or promote legitimate educational activities.
- **Healthy Families information request** provides families with an opportunity to seek more information about low-cost health care for children and teens.
- **Internet Acceptable Use Agreement** provides the rules and conditions for student use of computers and the internet at school.
- **Student residency questionnaire/affidavit** addresses the Mckinney-Vento Assistance Act and helps to provide services to homeless students in a timely manner.
- **Noticed to Parent/Guardians; Complaint Rights** provides information to parents required by EC 35186 regarding student rights to sufficient textbooks and instructional materials as well as clean safe and well-maintained classrooms and schools sites. The form provides instructions to parent/guardians should they wish to register a complaint
- **Supplemental Education Services** SES informs parents of further resources available to students including after/school programs and tutoring.
- **Dress code policy** provides information to students and parents regarding school dress codes. Dress codes are universally enforced to ensure through the safety and an acceptable work environment.
- **Notice of instructional comprehensive sexual health education and HIV prevention** informs families of instruction that will take place during the school year. Parents/Guardians have the right to excuse a student from all or part of the instruction by submitting a written request to the district. Because students enroll throughout the school year, it is imperative the teacher makes contact with the family if a student enters while this course is being taught.

Cumulative folders
Cumulative school records are developed for every student in the state of California. The cumulative folders are requested by the central office staff after a student is enrolled. Cumulative folders are stored at the County Office of Education and must be checked out from the Registrar before being moved.

Immunizations

Students are expected to have had all immunizations in order to attend the school program. Because of the transiency of students they are allowed time to produce immunization records before being required to be reimmunized. However, **as of August 2011 no student in grade 7 through 12 may be enrolled without proof of having received a TDAP booster.** Parents can sign a waiver which includes a doctor's signature, stating they refuse to immunize their child because of personal belief. Immunization records are kept in the cumulative folder and copies are placed in the student file in the alternative education department office.

Transcripts

Student transcripts are entered into our Student Information System (PowerSchool) by the Registrar and the Pupil Data Specialist. Teachers can view and print Unofficial transcripts using PowerSchool. Official Transcripts are printed by the Registrar.

Withdrawal process

A student withdrawal form must be completed in PowerSchool for all withdrawing students within 2 working days of their exit from the program. Online withdrawal forms should be completely filled out. Teachers can assign "no grade no credit" for students whose attendance or work completion is below 0.5 credits.

Progress Reports

Teachers are encouraged to provide regular (as requested) progress reports to parents/guardians. Sample report forms are available from the administrator.

Report cards

Teachers submit grades and credits quarterly (or semester for specific locations such as Cypress and Oasis). Letter grades are assigned in all courses, however "pass" may be assigned if the student is receiving less than one credit. The reports are due within one week of the last day of the quarter. Grades and credits are entered by the teacher electronically using PowerSchool. The registrar mails report cards to the parent or Guardian.

Release of information

Information regarding students, whether written or verbal, may not be provided to a requesting agency or person without parent/guardian permission. The "release of information" forms are available in the office.

Individual Learning Plans

Individual learning plans for each student should be developed by the teacher and student during the first month of attendance. These plans are entered in PowerSchool. Plans should be reviewed and updated quarterly.

Student IDs

Identification cards are created upon enrollment for each student by designated staff members. Students should keep them in their possession at all times.

Instructional Program Information

Instructional year

The Community School calendar consists of 185 instructional days. A summer session is offered to its students who need to make up additional credits or who need to improve their academic skills. Students enrolled in court schools attend classes year round.

Course of Study

It is the policy of a County Board of Education and Superintendent to award diplomas of high school graduation to any student enrolled in the Alternative Education schools who has completed the prescribed course of study and who has met the standards of proficiency adopted by the board. This policy, as required by the California Education Code, section 51225, establishes the minimum academic standards for graduation from high school. The graduation requirements of the Santa Cruz County Office of Education meet or exceed those required by the state. This course of study is designed to prepare prospective students for community colleges, vocational training, and to obtain entry level employment.

The uniform Core Curriculum includes English Language Arts, Mathematics, Social Studies and Science. Our curriculum is aligned with Common Core State Standards and the Next Generation Science Standards. Emphasis is placed on improving literacy and numeracy as well as College and Career awareness.

Individual school sites have created courses of study and have available books and resources. Please see your site Administrator for specific information. Textbooks, novels and curriculum units are also available in the Alternative Education Staff Resource Room. Additionally, curriculum resources can be accessed on our [Alternative Education Intranet Curriculum Resources](#) page.

Credits

Credits are awarded based on 15 hours to 1 Credit ratio. On the average a student receives 2.5 credits per course per quarter, or 5.0 credits per semester. An average class load for a student is five to six courses per semester. Variable credit can be awarded for 12 or fewer hours. However, no less than 0.5 credit should be awarded in any subject area. The maximum credits allowed in one semester is 45 units.

Grades

Letter Grades are assigned for each class for each quarter. Guidelines are as follows:
 A = outstanding, B = above-average, C = average, D = below-average, and F = fail. Grading is most effective when it's both objective and consistent.

Transition requirements

Student referrals are made when students are eligible to return to District programs. These referrals are made by the classroom teacher and the site/program administrator. Factors to be considered when making the referral include attendance, grades, number of credits, academic functioning, behavioral functioning, services needed, and compliance with SARB or District contracts. Students must also demonstrate sustained motivation and the study skills necessary to be successful in a district program.

Class standing

Upon enrollment in the middle school, students are placed at the grade level commensurate with their age or the number of years they have attended school. High school students are classified as follows; Freshman (9th grade): 0 to 50 credits; Sophomores (10th grade): 51-100 credits; Juniors (11th grade): 101-150 credits; and Seniors (12th grade): 151-200 credits.

Graduation Ceremonies

Graduation ceremonies occur at the end of each semester. These are significant events in the lives of students, and are conducted with dignity and joy. Students are encouraged to prepare short speeches that reflect on their education and plans for their future. The Superintendent and/or Assistant Superintendent, Board members, Program Administrators, and families (Parents, Guardians and Siblings) attend these ceremonies. Students must be approved for graduation in the quarter before they graduate.

Graduation Requirements

The minimum total credits for graduation will be 200 and shall include the courses specified by the Ed code 51225.3.

English	30 credits
Mathematics	10 credits
Algebra	10 credits
U.S. History	10 credits
World History	10 credits
Economics	5 credits
Government	5 credits
Life Science	10 credits
Physical Science	10 credits
Fine Arts	10 credits
Applied Arts	10 credits
Physical Education	10 credits
Career Education	5 credits
Health	5 credits
Electives	50 credits

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Total   **200 Credits**

All high school students are eligible to receive credit for graduation purposes by taking courses through Career and Technical Education Programs (CTEP), colleges or universities or other approved courses up to a total of 40 units.

Alternatives to fulfilling graduation requirements
Students may use alternative means to complete the requirements for graduation. These include work experience or outside school experience, independent study, and earned credit at a post-secondary institution. (EC 51225.3). Alternative education students also receive credit through completion of the following programs and classes:

- **Career and Technical Education Programs**
  Career and Technical Education Programs (CTEP) classes provide high school students and adults with career training and preparation through CTEP classes. Students must be 16 years of age or older, and parent or Guardian permission is required for students under 18. Classes are designed to prepare students for entry level jobs within Santa Cruz County. The classes are located in Santa Cruz County, in business, government agencies, and at Comprehensive High Schools. Classes are generally offered during the day, but night and weekend classes are available. Successful completion of each class results in a high school applied Arts Credit towards graduation. **The Career and Technical Education** project director and work experience specialist conduct presentations on available course offerings each semester at the

alternative education School sites. Students wishing to enroll in CTEP classes should contact the CTEP department at the Santa Cruz County Office of Education.

- **Community College Classes**
High school students 16 years of age and older are permitted to enroll in community college classes on a space-available basis with a permission from their school administrator. A permission form is necessary for the student to enroll. Community College classes can be taken for high school credit. Credit is allowed for high school graduation at the rate of 3 1/3 times for each credit earned (California administrative code Article 2 A 1630).
- In addition, the California legislature has approved two alternatives to the high school diploma: the high school equivalency certificate gained after passage of the general education department test GED and the certificate of proficiency granted after the passage of the California high school proficiency exam (EC 51420, 51425).

Extended Program

Director or Assistant Director permission is required for a student to be enrolled in
more than 30 credit hours during any semester.

Early Graduation

Planning that includes the student, family, and administration is required for graduation in less than eight semesters. This planning shall take place early in the semester of graduation and shall include a counseling conference involving the parent, student, and principal or his/her delegate. If the student plans to graduate before completing eight semesters, 220 credits will be required.

Graduation - Eighth Grade

Board policy establishes minimum standards for Eighth Grade graduation.

Middle School Subject Requirements

Middle School students in the Alternative Education Schools shall take the subjects below:
                    Reading, Language Arts, Mathematics, Social Science, Science/Health

Middle School Graduation Eligibility
- A. The transcripts of students transferring into the district during the school year will be reviewed to determine eligibility for graduation. Grades from other schools will be accepted.
- B. Students who receive an "Incomplete" grade for the quarter may arrange with the teacher of that class to make up the work. Students will be responsible for all required work in the course. Students may make up an "F" grade in summer school.

Ineligibility for Middle SchoolGraduation Exercises and Diploma Issuance
- Students not meeting graduation requirements will not participate in the graduation exercises and will not receive a diploma.
- Any student not meeting graduation requirements will be passed to high school with the understanding that s/he will be granted an eighth grade diploma upon successfully passing one semester of work with satisfactory attendance at the high school level. Upon receiving proof from the student that the above has been met, the school will issue the diploma.
- The student may be retained in the eighth grade only with the mutual agreement of the student's parent or guardian, school counselor, teacher, and Director.
- In cases of extreme discipline problems, the Director may exclude individual students who are eligible for a diploma from participating in graduation exercises.

Notification of Parents
- The school will be responsible for providing parents and students with a written summary of eighth grade graduation requirements.

Substance Abuse Education

Instruction on drug education and the effects of the use of tobacco, alcohol, narcotics, dangerous drugs and substances is required in grades 7-12. Health courses in the Alternative Education Department's Course of Study include the above. In-service training on drug and alcohol abuse prevention is provided annually for all staff members.

Special Education

The Resource Specialist Program (RSP) component of the Alternative Education Programs provides direct services to qualified students.

Services provided to students include:
- Assessment of academic abilities and individual learning style
- Prescription of material, methods and ideas
- Remediation of learning problems on an individual basis, with student, parent and teacher involvement in planning and implementation
- Assistance in class with assignments and functioning
- Counseling with regard to learning styles, educational
- Creation of differential standards for graduation for individual students as appropriate.
- Development of the student's Individualized Education Plan (IEP)

RSP Services

RSP services provided to students include:
- Assessment and diagnostic information on individual students.
- Recommendations for materials, techniques, and modifications of work to coincide with the student's learning style

- Meeting with students, staff and parents as part of the I.E.P. Process
- Facilitate communication between student, school staff, and parents
- Consultation regarding student goals and objectives
- Acquisition of materials and media that relate to the student's needs
- Direct instruction of special education students or team teaching with regular classroom teachers.

The educational needs of Resource Specialist students are served in a variety of ways. Students can be seen on an individual or small group basis from one to three hours per week. Some students work on individual contracts developed by the Resource Specialist, while others receive tutorial help in completing the work assigned by their classroom teacher. The Resource Specialist or Instructional Technician may also work alongside the regular classroom teacher to assist students in the classroom.

RSP Eligibility

According to the legal definition of student eligibility for Resource Specialist Program (Title V California Administrative Code, Eligibility Criteria for Disabled), a student is eligible for the Resource Specialist Program (RSP) when:
- a pupil has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations, and has a severe discrepancy between intellectual ability and achievement in one or more of the academic areas specified in Section 56337(a) of the Education Code.

For the purpose of Section 30300): (a) Basic psychological processes include attention, visual process, auditory processing, sensory-motor skills, cognitive abilities including as sociation, conceptualization, and expression. (b) Intellectual ability includes both acquired learning and learning potential and shall be determined by a systematic assessment of intellectual functioning. (c) The level of achievement includes pupil's level of competence in materials and subject matter explicitly taught in school and shall be measured by standardized achievement tests.

Student Student Team Referrals

Students should be referred to the school site's Student Study Team if:

1) They demonstrate an ability that is at least 2-3 years below expected grade level functioning in a given subject and if this delay cannot be explained by truancy or other circumstances.
2) They demonstrate delays on one or more perceptual processes, such as auditory and visual memory, visual discrimination, sequencing, attention disorders, language problems, or cognitive deficits.
3) They show evidence of severe emotional problems such as severe depression, inability to maintain satisfactory interpersonal relationships, fears associated with personal or school problems. These problems must be severe and demonstrated over a long period of time (over six months). Conduct disorders (aggressive or resistant behaviors generally associated with juvenile offenders) will not

qualify a student as seriously emotionally disturbed (SEO). When referring a student for consideration for Seriously Emotionally Disturbed (SEO), written documentation on observed behaviors is extremely important and should be included in the referral.

Students are referred for an assessment by the Student Study Team. Site staff may contact the Resource Specialist to obtain referral forms.
Note: Alternative education programs are not specifically designed to serve students who require special day class (SOC) or severely emotionally disturbed class (SEO) placement. Should such a requirement be discovered, the IEP team may reconvene to review placement options.

Differential Standards

Differential standards are minimum competency standards that are modified for a special education student. They are developed by the IEP team and are documented. Before the standard for graduation is modified, every effort must be made to see that special education students achieve the standards prescribed for students in the regular program.

College and Career Readiness

A guiding philosophy in Alternative Education is to prepare students for life beyond graduation. Our staff has a variety of resources available to ensure College and Career Readiness. This includes Work Experience Specialists, long-standing partnerships with Cabrillo Community College, work-based community partnerships and internships, and Career Technical Education Partnership (CTEP).

Work Experience

The work experience program allows high school students to receive up to 10 credits per semester for experience gained while working in the community. Working students must also attend a one-hour class weekly and complete related instructional units in addition to regular school work in order to receive work experience credit. Students interested in earning work experience credit should be referred to the Work Experience Specialists for assistance.

Work Permits

Minors under 18 years of age will be allowed to work with a Work Permit. (E.C. 49160). Permits for students enrolled in the Alternative Education Programs are issued by the Santa Cruz County Office of Education, facilitated by the designated Work Experience Specialists for each site. A work permit is not required for odd jobs in private homes (mowing lawns, baby-sitting, etc.). Minors under 18 cannot work more than 8 hours per day or more than a total of 48 hours per week (ILC 1391). A minor cannot work more than 4 hours on a day when school is in session, 16 and 17 year olds are permitted to work if they attend school at least four fours a day. No minor under 16 can be employed in a job considered to be "dangerous or hazardous ", in a job selling or serving alcohol, and no minor under 18 can be employed for the purpose of driving a car (Veh. Code Sec. 12515). Other specific rules can

be found on the back of the green "Request for Work Permit" form. Students are required to have the form completed by a parent and employer before actually obtaining a work permit.

Independent Study Contracted Learning

Independent Study Contracted Learning is an alternative to classroom instruction for students who are self motivated, responsible and have the ability and aptitude to direct their own learning. It is not intended to supplant the regular school program, but rather it is an alternative for working students, young parents, and those with other barriers that inhibit daily attendance.

Independent Study Contracted Learning offers educational opportunities consistent with the district's standard curriculum and graduation requirements. Students can obtain academic credits while working full or part-time. Upon enrollment, the appropriate Contracted Learning documents will be completed and a written contract shall be agreed upon. This agreement shall specify objectives, number of credits attempted, duration of the contract, time and place of weekly meetings, methods of evaluation, and provide a supervising site. The written contract shall be signed by all participants.

Students are expected to report weekly and demonstrate progress toward fulfillment of the contractual agreement. Independent Study Contracted Learning students receive a Weekly Assignment/Work Product sheet specifying the period's academic assignments. At each meeting, the designated teacher computes the total hours earned, corrects the assignments, and prepares a new Weekly Assignment/Work Product Sheet for the student. In most instances, one credit is earned for 15 hours of assigned work completed. Subject to the judgment of the teacher, partial credit may be awarded for incomplete homework. Grades are assigned for completed activities.

Positive attendance accounting procedures require that students meet with the instructor at specified increments per the student's Contract Agreement. The student must submit evidence of having satisfactorily completed a minimum of 20 hours weekly of assigned work at home. Average Daily Attendance (A D.A) is accrued at the rate of one day for each four hours of work. A D.A is recorded every *meeting* using PowerSchool. Records and other documentation are kept on file to (a) satisfy attendance requirements, (b) comply with audit functions, and (c) to provide a means to calculate grades and credits. Students with a current IEP for special education *may* be enrolled in Independent Study if the IEP specifically provides for such enrollment or upon approval by Administration.

Counseling

School site counselors work with students both individually and in groups. The goals of the Guidance and Counseling Program for Alternative Education Schools include:

- Providing students, as well as their parents, with information in such areas as graduation requirements and educational alternatives
- Helping students to learn more effective personal and interpersonal skills
- Helping students with educational and career planning

- Identifying and working with students who need special assistance (e.g. emotional, attendance problems)
- Referring students to appropriate community resources
- Monitoring the students' academic, attendance and behavioral progress
- Assisting students to improve skills in decision-making, problem-solving and conflict resolution
- Developing open communication between and among faculty, students and parents
- Providing problem-solving assistance for staff, students and parents
- Integrating guidance services into the school curriculum
- Encouraging a positive school climate

Assessment

Assessment is an essential component in evaluating student learning. Pupils will be assessed upon entry and during the Alternative Education instructional program.

Initial assessment
An initial assessment is completed upon enrollment to determine individual pupil needs.
This may include:
- Review of cumulative records
- Review of special education records
- Standardized pre tests to determine program placement
- Evaluation of transcripts
- STAR Renaissance computer-adaptive Reading and Math assessments
- Informal teacher evaluation

Ongoing Assessments
Ongoing assessment of pupil progress occurs to plan for immediate and future needs and to measure effectiveness of instruction. This may include:
- Progress on Individual Learning Plans
- Portfolios
- Projects (individual and/ or group, written and/or oral)
- Tests in subject areas
- Academic or behavioral progress reports
- Credits and grades earned
- Standardized tests
- District competency tests
- Self assessments
- Program surveys
- Verbal or written progress reports or parents, employers, Probation, etc.
- Class participation

Transition Assessments

Transition assessments are necessary to help plan for future placement. This may include:

- Progress reports
- Progress on Individual Learning Plans
- Criterion referenced tests
- Standardized tests
- Conferences with appropriate personnel
- GED/California High School Proficiency Exam results*
- Transcripts and/or report cards

STAR Renaissance Reading and Math Assessments

All students will be initially assessed using the STAR computer-adaptive Reading and Math assessments. Students are to be tested upon initial entry into the program and retested prior to the end of the year (or graduation).

STAR Renaissance Portal: https://global-zone08.renaissance-go.com/welcomeportal/336185

State Mandated Assessments

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

English Language Proficiency Assessments for California (ELPAC)

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

Smarter Balanced Assessment Consortium Assessments

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments (CAAs)

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

High School Equivalency

General Education Development Test (G.E.D.)

The GED comprises seven tests in Writing Skills, Social Studies, Science, Literature, Arts, and Mathematics. Students are eligible to take the GED two months prior to their eighteenth birthday, or if incarcerated, at age 17. Each test is given individually and the length of administration is 8-9 hours. California Education Code only permits authorized agencies to administer the test. Juvenile Hall programs contract with Adult Education Programs to provide this service. Students who are not incarcerated need to contact their local school district for the available preparation classes and test

dates. There is a fee to take the test. Incarcerated students will receive the assistance of Juvenile Hall staff to arrange for preparation and administration of the G.E.D. test. More information can be accessed at their website: https://ged.com/

California High School Proficiency Exam (CHSPE)
The California High School Proficiency Exam (CHSPE) is a three-hour test designed to evaluate the basic level of proficiency a student needs to earn a high school equivalency. To be eligible, students must be sixteen years of age. The test is administered at the County Office of Education, or at another state approved testing location. There is a fee for taking the test. Students who achieve a passing score may stop attending high school with the permission of a parent or guardian. Applications are available in the Alternative Education Programs office or at local libraries. More information can be accessed at their website: https://www.chspe.org/

Materials and Resources

Teaching Supplies
We want you and your students to have access to all the resources and supplies needed for a supportive, productive and engaging learning experience. Please see your Site Administrator, or for single-site teachers, please see Melissa Gomez to order classroom supplies.

Purchase Orders
Please see your Site Administrator for purchase orders. All purchase order receipts must be approved by your Site Admin and the Executive Director. Receipts should be sent to Nikki Cendreda ncendreda@santacruzcoe.org.

Curriculum Resources
Individual school sites have created courses of study and have available books and resources. Please see your site Administrator for specific information. Textbooks, novels and curriculum units are also available in the Alternative Education Staff Resource Room. Additionally, curriculum resources can be accessed on our Alternative Education Intranet Curriculum Resources page.

Site Policies and Procedures

Attendance
Daily school attendance is required by the Compulsory Attendance Education Code (EC 48200) for students age 6 to 18 years of age. Daily school attendance improves student achievement. California Education Code does allow excusable absences for the following reasons:

1) Illness (More than 3 consecutive days of absence, may require a doctor's written explanation.)

2) Medical, dental or optometry service

3) Funeral Services for immediate family

4) Quarantine

In addition, students, with written parental/family permission, may be excused from school for justifiable personal reasons, including but not limited to, an appearance in court, religious ceremonies and exercises, or an employment conference, when approved in advance of the absence according to the standards established by the governing board. Students absent for justifiable personal reasons shall be allowed to complete assignments or tests missed during the absence according to regulations established by the governing board.

Parents/family must contact the teacher or school staff if a student will be late or absent. If parents/family do not contact the school, the teacher or staff should attempt to contact the student/parent/family on the same date that the student is out. The attempts to contact students and families should be started within 1 - 2 hours of the start of the school day.

Attendance Accounting Procedures

Daily Attendance is a critical part of our overall procedures in Alternative Education. All attendance is monitored and recorded in PowerSchool, our Student Information System. We use a positive attendance process in PowerSchool, so only students who are absent are recorded in our system. Students who attend class for any portion of the day are considered Present. Attendance should be completed daily, or weekly at the minimum. Changes to rosters for adds and drops are also done in PowerSchool.

Individual school sites may have specific attendance protocols in place in addition to PowerSchool attendance procedures. Please see your Site Administrator for further information.

General Attendance Process

Classroom

- Teacher or staff member begins placing phone calls to absent students within 1 - 2 hours after the start of school (or student appointment)
- Enter absent students on the Absence Log form (Google document)
- Enter absent students into PowerSchool
- Submit Absence logs every two weeks
- Be sure that the Absence Logs match PowerSchool

Independent Study

Independent Study teachers follow the same procedures as above; they have additional requirements for monitoring total attendance hours.

School Attendance Review Board (SARB)

Mission
California law requires children between the ages of 6 and 18 years to attend school.

In 1974, the School Attendance Review Boards (SARB) was created to help truant students and their parents or guardians solve school attendance and/or behavior problems with the help of available school and community resources. The purpose of SARB is to work collaboratively on developing strategies (prevention, intervention, and enforcement) that will help students improve school attendance and behavior while diverting cases away from the juvenile justice system.

Goals
"The goal is early intervention and to stop, prevent and intervene."
Communities work together to monitor and promote good attendance and address hurdles that keep children from getting to school.

About
School Attendance Review Board (SARB) was established by the California legislature in 1975 for the purpose of:

- Making a better effort to meet the needs of students with attendance or behavior problems.
- Promoting the use of alternatives to the juvenile court system.

To achieve these goals, the legislation provides for a multi-agency SARB which includes the following agencies:

- Children and Family Services
- Probation
- Law Enforcement
- Youth Services
- Community-Based Organizations
- Child and Welfare and Attendance Personnel

- School Administrators
- Health Representative

The SARB process starts with the identification of attendance and/or behavior problems, followed by classroom, school site and district level interventions. SARB is specifically charged with funding solutions to unresolved student attendance and disciplined problems by bringing together, on a regular basis, representatives of agencies that make up the board.

SARB further surveys available community resources, determines the appropriateness of their services, and makes recommendations to meet the needs of referred students. SARB seeks to understand why students are experiencing attendance and behavior problems which have not been resolved through school and community efforts.

Specified Laws Related to Attendance
- Education Code, Section 48200. Students, between the ages of 6 and 18, are required to attend school full time, unless otherwise exempt.
- Education Code, Section 48263. Habitually truant and habitually insubordinate students may be referred to SARB.
- Education Code, Section 48292, and Penal Code, Section 272. Failure to attend school as required may result in the filing of a complaint against the parents with the District Attorney's Office.

Incident Reports
Incident reporting forms are available in the office and should be completed for all incidents that endanger the safety and security of school staff, students and site, or interrupt the educational process. Examples include: neighbor complaints, student injury, theft, vandalism, parent complaints, intruders, etc. All such incidents should be reported to the program administrator.

Student Lunches
School lunches are provided by the local school districts and are delivered to the school sites. Eligibility for free or reduced price lunches is based on family income. Central Office staff will determine student eligibility upon intake. Students living in Licensed Child Care Institutions (Group Homes) automatically qualify. Once a student is determined to be eligible for a free lunch, an approval form is sent to the school site. Students are then added to the color-coded Lunch Recap Sheets. As a student receives the lunch (student MUST take an entree plus 1 additional item of choice) his/her name is checked on the Lunch Recap sheet. The Lunch Recap sheets are then submitted to the Alternative Education Programs office at the end of the month. The Pupil Data Specialist then forwards these to the school district. Students who are not eligible to receive a free or reduced lunch

may purchase a lunch. Lunch orders must be called into the district providing the service each morning by 8:30 A.M. Failure to do so will jeopardize the delivery of lunches for that day. Individual school sites have processes in place to distribute and track lunches; please see your Site Administrator for specific details.

Lunch forms can be completed by parents/guardians at the school site, online through Infosnap, or a form can be downloaded and filled out. See Appendix for the lunch form. Please submit all completed lunch application forms to Nikki Cendreda ncendreda@santacruzcoe.org.

Telephone Use
Telephones are placed at each of the school sites for safety and convenience. Staff members should limit the use of telephones, including personal cell phones, during school hours. Students are allowed to use the phone with permission. Student calls must be monitored by a staff member. Parents, guardians, and other interested parties should be encouraged to call staff before or after class time.

Closed Campus
All Alternative Education Programs are operated on closed campuses. Students are not allowed off campus during the school day unless they are supervised by SCCOE employees. Any exceptions require administrative approval.

Public Information/Photographs
Taking videos, still or motion pictures of school pupils, employees of the SCCOE and building for commercial purposes is normally prohibited. Any exceptions require an application in writing and the approval of the Superintendent of School for SCCOE employees and buildings, or, in the case of students, the written approval of the parent or guardian.

Interviews
Students may not be interviewed without permission of the administrator. However, law enforcement officials may come on campus and question a student while that student is attending school. Staff members should contact the program administrator in this event. Students have the right to have a staff member present if they are interviewed by law enforcement officers conducting an investigation. Parents should also be notified if this occurs on campus.

Field Trips
**Due to COVID-19 restrictions, we are not currently offering any in-person field trips.

Field trips require approval of program administrators and/or the assistant superintendent or superintendent and must be submitted two weeks in advance of the trip. Two adults are required to attend each field trip. Teachers must have an assigned substitute teacher in order to attend the field

trip. Supervising teachers are responsible for having an updated list of participants before leaving for the field trip. See Appendix for Field Trip Request Form.

Parents/guardians must also complete individual Permission Trip forms for each approved Field Trip. These forms must be present with the staff during the field trip.

Communication
Staff and site mail are located in the main Alternative Education Staff Resource room at the County Office. Mail should be picked up twice a week by site staff. Messages for staff are directed to the sites or are placed in the site mail file in the resource room.

Technical Support/Repair
In order to receive technical support, please send an email to techsupport@santacruzcoe.org.

Maintenance/Repair Requests
Work Order forms are available in the office. Requests for repairs can be submitted via email to the Maintenance, Operations and Transportation Department.

Requests for Personal Protective Equipment (PPE) and COVID-19 cleaning supplies
All PPE and COVID-19 cleaning supplies are distributed by our Maintenance, Operations and Transportation Department. For South County schools, please send your request to Cristal Renteria crenteria@santacruzcoe.org. For North County schools, please send your requests to Elizabeth Shaw (eshaw@santacruzcoe.org. Your request will be forwarded to Maintenance and processed accordingly.

Site Security
School sites are closed campuses and all visitors must be approved. All non-COE staff who work with students on campus must have a current LiveScan fingerprint clearance. School site keys can be obtained from the Alternative Education Department Coordinator. All COE staff should have and use their employee badges, especially when at the County Office building.

Personal Items
On campus personal items for students and staff should be kept in locked, secure areas. Personal items should not be left where students can have access to them. This policy also applies to guest speakers, artists, and parents.

Emergency Procedures
Emergency procedures are outlined in the Santa Cruz County Office of Education's Disaster Preparedness Plan and the Alternative Education Program's School Site Safety Plan. A separate

Emergency Response Pamphlet should be kept near the telephone. For emergencies requiring an immediate response from police, fire or medical personnel, call 911. Report all emergencies to the office immediately following the call to 911. Safety training is held throughout the year. Staff should familiarize themselves with emergency procedures at their sites annually.

Student Injuries
A student injury may occur at any time. When a staff member observes or is informed of an injury to a student, he/she must at that time determine if the injury is life threatening or non-life threatening. If it is determined that an injury is life threatening:
1) An emergency 911 call should be made immediately, and first aid administered thereafter.
2) Parents/family should be notified as soon as possible.
3) In the event that you are unable to contact a parent/family, refer to the Emergency card for secondary numbers.
4) A staff member must accompany the student in the ambulance, or to the hospital, in the event a parent is unavailable. In addition, staff must take the emergency card to the hospital authorizing medical care.
5) A student accident report must be submitted on the same day of the incident.

For non-life-threatening problems, such as fractures, minor laceration, minor eye or ear injuries, etc.:
1) Call parent/family to come and take the child to the doctor/hospital.
2) If parent/family is not available, call family doctor (see emergency form) to ask for advice.
3) If no family doctor is listed, call 911 to take the child to the nearest emergency room.
4) If the parent/family is not available, staff person MUST accompany the child to the emergency room, and MUST bring the "Emergency Medical Aid" card with him/her. This will be required by the hospital before treating the student.

Safety Drills
Each school site shall schedule drills for emergency situations such as: fire, earthquake, and intruder alert. Staff should follow the procedures outlined in the SCCOE Disaster Preparedness Plan and School Site Safety Plan.

Medication
A teacher is not allowed to dispense *any* medication or nutritional supplement, (including over the counter medication) to students without the following on file:
- A physician's request for the administration of medicine by school personnel *and*
- A signed parent release form authorizing the dispensation of medication.

Child Abuse Reporting
School Personnel are mandated reporters of suspected child abuse. Any employee of the Santa Cruz County Office of Education who suspects child abuse or neglect must file a report. Article 2.5 of the Penal Code provides that it is a crime for certain professionals and laypersons who have a special working relationship or contact with children not to report suspected abuse to the proper authorities. Failure to report by telephone immediately or as soon as practically possible within 36 hours is a misdemeanor. Reporting an incident to an administrator or fellow teacher is not reporting suspected child abuse. All staff are required to complete the online training assigned by COE Human Resources, which can be accessed here.

Obtain assistance from the site counselor and program administrators when filing the reports.

Transportation of Students
Staff must have prior authorization before transporting any students. Authorization must be obtained each year from the business department. You must be authorized either to transport students in your own vehicle, or to drive COE vehicles. To obtain authorization, you must submit a copy of your automobile insurance, driver's license, and DMV driving record printout. Forms are available in the Business Department. Once a staff member has been approved for student transport, they must still notify and receive approval from their site administrator before taking a student off campus.

Vehicle Use Policy
Alternative Education COE vans may be used to transport students to and from local sporting events and approved field trips. Teachers who wish to use these vehicles must reserve them 3 days in advance by contacting the Alternative Education Department central office. Only those staff members who have been approved by the COE business office will be allowed to check out a vehicle. Vans may only be checked out on the day of the trip and they must be returned by 5:00 p.m. There are no overnight privileges unless a staff member has authorization. Tickets received while driving a county vehicle are your responsibility. You will not be reimbursed

Parent/Family Conferences
Parents and guardians play a significant role in their child's education. Our goal is to make parent conferences a positive experience for everyone. To develop a strong home/school partnership, staff members are encouraged to contact parents/guardians regularly, informing them of student progress, accomplishments, and needs as well as contacting them regarding negative or inappropriate behaviors. Parent/guardian conferences should be held quarterly. Your school site may have specific guidelines and procedures for these conferences; please check with your Site Administrator.

Staff Meetings

Alternative Education holds weekly Staff Development Meetings on Wednesdays, and three (3) all-day staff development meetings. These are mandatory for certificated staff and full-time classified staff. The meetings are optional for part-time classified staff. However, they will be required to attend meetings that are state-mandated. A Staff Development calendar is available on our Intranet. Your school site may schedule additional staff meetings to maintain communication and collaboration. Please see your Site Administrator for specific site meeting schedules.

Collaborative Relationships

The Alternative Education department maintains numerous collaborative relationships with Community Partners. This helps us create a safe environment and maintain successful education programs for our student population. These include those with group home staff, health care providers, private counselors and therapists, local businesses, school districts, government agencies, and local nonprofits.

Site staff need to be aware of the special conditions or rules that may be imposed on a student from their home environment, the group home agency, the referring school districts, SARB, or probation.

Open House/Back to School Nights

Back to School Nights and Open House events should be scheduled each semester. This is an opportunity to meet parents/family and provide information about your school. Handouts describing your curriculum and behavioral expectations are important.

Guest Speakers/Artists/Presenters/Volunteers

We offer a wide variety of enrichment offerings for our students. Guest speakers, artists and presenters need to be approved by Alternative Education Program administrators prior to their classroom appearance. Teachers need to have knowledge of the content of these presentations and they are required to be present at all times when guests are interacting with students. Speakers should be clearly informed regarding the nature of the students, appropriate interactions, effective presentation strategies, and site security procedures. Speakers who present inappropriate materials unexpectedly should be interrupted and should engage in a private discussion with the teacher regarding the limitations of the presentations. An Administrator should be informed if this has occurred. Every effort should be made to make the experience positive for both the presenter and the students. Regular volunteers must complete paperwork at the COE and have both LiveScan and TB clearance.

Electronic Equipment Usage Policies

Alternative Education schools allow students to possess and use electronic signaling and communication devices while on campus before school and after school. Personal Electronic Equipment includes, but is not limited to: pagers; cellular/digital telephones for voice usage, digital imaging, or text messaging or other mobile communications devices. The student is responsible for the well-being of the electronic device they bring to school. Alternative Education is not responsible for any device that is lost, stolen or damaged at the school site.

Use of electronic equipment policies are specific to each school site and program. Please see your Site Administrator for detailed information or assistance creating your electronic equipment policies.

Dress Code Policy

In general, students should be dressed appropriately when they arrive at school. For safety reasons, and because school is a neutral place for positive learning, there are general guidelines that must be observed at school and on field trips.

- Clothing should be suitable for a school or work setting
- Students should be prepared for a range of temperatures and bring clothing that will keep them comfortable
- Clothing or jewelry with reference to drugs, alcohol, tobacco, violence, sexual or disrespectful language is not permitted
- Clothing should cover all undergarments
- Sports logos/teams are not permitted at school
- Due to strong gang associations, solid red or solid blue clothing and accessories are prohibited
- Numbers with reference to gang affiliation or geographic areas are not permitted (including 831)

The above list is intended as a general guideline. Individual school sites have specific site policies, and determination of appropriate clothing is at the discrepancy of the individual site administrators.

COVID-19 Safety Protocols

Alternative Education follows protocols set forth by the Centers for Disease Control, The California Department of Health, and the local Santa Cruz Health Department. All students and staff must abide by all COVID-19 safety protocols to ensure a safe learning environment for all.

Language

Our goal is to support students throughout the day, including during their break and lunch time. Students are expected to use appropriate language and should be acknowledged when they are not doing so.

Behavioral Interventions

Teachers are encouraged to use a variety of means to bring about a change in student behavior. The goal of any behavior management system is positive change. Studies have shown that the most effective way to bring about change is through positive reinforcement of desired behavior. Successful and effective behavior management programs: target the behavior rather than the student, are honest and direct, fair, objective and consistent, are respectful of the student, use appropriate consequences for misbehavior, and demonstrate follow-through.

Suspensions

With regard to truancy, tardiness and/or absenteeism, it is the expressed legislative intent that alternatives to suspension be utilized.

A pupil may be suspended for acts which are listed in this section and related to school activity or attendance which occur at any time, including, but not limited, to the following:

- Possession of a firearm, brandishing a knife, selling a controlled substance, sexual assault, and/or possession of explosives will result in an automatic suspension or change of placement and notification to law enforcement.
    a. While on school grounds
    b. While going to and from school
    c. During, or while going to, or coming from, a school sponsored activity

A student is expected to be under the supervision of a parent/guardian during school hours when serving suspension days at home. Students shall not appear on or about any school campus during the period of suspension, unless coming to the office on official business with the parent/guardian and by prior arrangement with a school administrator. The student is not to attend any school sponsored event, on or off campus during the suspension. The responsibility of obtaining and doing class work lies with the student. The teacher may require the student to complete any assignments/activities and tests missed during the suspension (E.C. 48913)

Length of Suspension

Teachers may suspend for the day of the act plus the following day. An administrator may suspend a pupil for no more than five consecutive school days, for a yearly total of 20 school days. Special education students may be suspended for no more than 10 days without educational services.

In-house Suspensions

Students may receive an "in-house" suspension. If this consequence is levied, students should receive individual work and may be restricted from group activities. Teachers should record "in-house" suspensions on the Suspension Form.

Due Process

The student must be informed of the reasons for the suspension and the evidence against him or her. The student must be given an opportunity to present his version of the events, unless an emergency situation exists. As soon as possible the teacher must report the suspension to the administrator, prepare a detailed, written report of the suspension and request a parent/family-teacher conference regarding the suspension. Students and parents/families have a right to appeal disciplinary action taken against a student. A meeting must be requested with the administrator/designee prior to any further appeal. (E.C. 48914)

Employee Intervention in Student Disturbances

Employees are expected to intervene in student altercations and/or disturbances, by using appropriate action to stop altercations and/or disturbances as quickly as possible. However, **no employee is expected to place himself/herself in any unreasonable personal physical danger during such student disturbances.**

Search and Seizure

Staff members must have reasonable suspicion to search a student or his/her belongings. Reasonable suspicion is the cause to believe a school rule or law is being broken. It can be the result of "tips" from another student, visual inspection, or student's direct statement to an authority. The extent of the search must be "reasonably related" to the infraction, and must be conducted in the presence of another adult.

A general search of students is not allowed unless there is a genuine emergency such as a bomb threat or search for a dangerous weapon.

Gang Identification/Intervention

There are at least two major gangs in Santa Cruz County. *Sureños* include five local gangs: Poorside Watson, Villa San Carlos, Santa East Side, Brown Pride, Mara Salvatrucha. The *Norteños* include eleven local gangs: City Hall Watson, Clifford Manor Locos, Northside Watson, Varrio Green Valley, Watsonville Varrio Loco Park, Northside Chico, Northside Girls, Watsonville Varrio Norte, Westside Santa Cruz, and Northside Santa Cruz. Sureños distinguish themselves by wearing the color blue and claiming the number 13. Norteños wear the color red and claim the number 14. Several smaller

gangs including White Pride and Skinheads, also have members in this county. Students are not permitted to dress in gang colors (red or blue), or wear clothing or accessories that are associated with gangs or illegal activities. Students may not engage in any gang-related behaviors at the school site. Graffiti and tagging are not allowed and should be removed immediately. If removal is not possible, it must be reported to the office.

Substance Abuse Identification and Intervention
It is important that staff be alert to those symptoms which indicate that the student is under the influence of controlled substances. Symptoms include:
- Fixed or dilated pupils
- Abrupt change in mood or attitude
- Sudden decline in attendance or performance at school
- Sudden resistance to discipline at home or school
- Impaired relationships with family or friends
- Drowsiness
- Change in physical appearance such as weight loss or inattention to grooming
- Stealing
- Heightened secrecy about actions and possessions
- Association with new friends, especially individuals known to use drugs

Prevention and intervention programs are in place at each school site. Education, referral and treatment options are available for substance involved youth. Site staff should confer with administrators and counseling staff.

Restorative Justice
In Alternative Education, we are Restorative Justice-based school programs. Whenever possible, student conflicts are mediated through Restorative Justice and conflict resolution. All students and staff are expected to participate in restorative conversations and conflict resolutions when they are necessary. In addition, students participate in classroom circles and community building activities.

Supervision
Staff is expected to welcome students upon arrival and be present at dismissal. These times provide an opportunity to check in with students and assess needs. Supervision at school is critical. Staff is assigned coverage areas weekly during breaks/lunches and the schedule is rotated. Please report to your assigned area at the assigned time or make sure someone can cover it for you if you cannot. Supervision is an opportunity to engage with students, redirect conversations, and build relationships.

Orientation

Enrollment and orientation for all new day students is ongoing. During orientation, students receive a general overview of our expectations and procedures. Schedules and pertinent logins are also created at this meeting.

Sports League

Students have the opportunity to participate in an Alternative Education Sports League each Friday throughout the school year. Game events take place off campus. These games are considered field trips and students must be at the appropriate level to participate and they need to submit a completed permission slip.

PowerSchool Student Information System

We utilize PowerSchool Student Information System for all student information, including enrollment, information, attendance and grading. Below are some of the common functions performed by staff using PowerSchool:

- Student Rosters
- Student and Family Demographic information
- Adding and Dropping Students
- Attendance
- Transcript Records
- Grading

Grading

Grades are entered quarterly or each semester by individual teachers. Quarter grades are due the week after the end of each quarter.

Grades and credits are awarded based on academic work, summative and formative assessments and individual student participation.

For courses such as Physical Education, where students can perform activities and participate in community classes and events for credit, the general ratio guideline is 15 hours to 1 credit. Activity logs must be completed accurately and approved by parent/guardian and teacher.

a-g Courses

Alternative Education courses designated a-g by the University of California and California State University are graded according to specific standards, with requirements for college preparatory

classes. When entering grades for a-g courses, teachers designate the specific course grouping in the Course Name. Please review our a-g Course List on the UC/CSU portal.

Transcript Revision

Teachers should complete transcript reviews when a student enters our program. If Transcript revisions are required, submit a revision request to our Registrar.

Repeating Course Policy

Repeating a course a student has already passed may improve the student's comprehension and mastery of course content. In some cases, repeating a course may increase a student's capacity to meet postsecondary goals.

Preconditions for Retaking Course

A student may retake a high school course if the following conditions are met:
- The student received a grade of C+, or lower, the previous time the course was taken
- There is space available for the student wanting to repeat a course after spaces have been assigned to students taking the course for the first time

Credits

Regardless of how many times the student repeats a course under this policy, the student may only receive credit one time for the course.

Grades

The highest grade earned in a course repeated by a student under this policy shall be the grade awarded for credit.

Transcript

All courses taken should appear on a student's transcript, so both courses shall be placed on the student's transcript indicating that one (1) course was taken for credit and the other course was taken for no credit (audit).

Grade Point Average

Courses identified on a student's transcript as "no credit" or "audited" courses under this policy are not considered as "attempted credits" and do not impact the student's grade point average (GPA).