Alternative Education Department
Community Schools

EDGE Community Day School
Odyssey Community School/Advent
Snell Community School
Stonegate Community School
Sunol Community School
Terra Bella Academy School

Staff Handbook 2013-2014

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THE HANDBOOK

This handbook is designed as a reference work which can be found in print and also on the Intranet (at http://www.sccoe.org). The Handbook presents the accepted practices and procedures of the Alternative Education Department.

The Handbook is a dynamic document which reflects the nature of the Alternative Education Department, an educational program which constantly changes as research, legislation and students need direction.

The most recent version of the Handbook can always be found on the web site of the Santa Clara County Office of Education (http://www.sccoe.org/depts/alternative_education/).
A Model of Excellence for a “Community” (inclusive, all encompassing) AED School:

AED Vision…
To be “models of excellence in student learning and well-being” we are committed to instruct, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize learning so they may become independent, life-long learners and productive citizens.

Our Mission…
Our students will learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

REACH…
Responsible citizens who
- Demonstrate personal integrity and take responsibility for their actions
- Demonstrate mutual respect and show caring actions toward others
Effective communicators who
- Read, write, speak and listen reflectively, critically and capably
- Possess appropriate socials skills that allow them to succeed in society
Active Learners who
- Understand the importance of gaining information and knowledge as life-long learners to discover, develop and pursue individual interests
- Apply academic knowledge and technology to real-life situations
Critical thinkers who
- Identify, organize, analyze, develop strategies and use available resources and information to make decisions
- Develop techniques and solutions for problem solving individually and in collaboration with others
Healthy individuals who
- Make positive personal and lifestyle choices that benefit themselves and the community
- Create a personal growth plan and strong and stable future
Our Goal …to make an immediate difference in the lives of our unique learners through:

Highly Qualified Teachers (HQT) in core subjects
- Rigorous and relevant standards-based curriculum
- Data driven assessment and instruction – Assessment for Learning
- Project-based learning
- High quality differentiated English Language Development program

Site-based leadership:
- Supports training and retention of HQT staff
- Leadership supporting continuous improvement
- Administrative liaison to referring schools

Site-based support staff: counselors, public and private agency support, etc.
- Every student will have an “Individual Learning Plan”
- Adult support to build resiliency, independence and positive character
- Ongoing collaboration with parents, Probation and other stakeholders
- CAHSEE/GED Preparation

Career Technical Education programs
- Build career pathways with ROP Keystone certification programs such as Culinary Arts, Computer Applications, Construction Technology, Auto Services and Green Careers
- Reinforce life and career skills through “School to Career” curriculum and career assessment and exploration
- Development of post-secondary plan – College/Vocational Pathway

A campus with professional adults with multiple talents and experiences to collaborate and support student learning and social development.
- Encourages an adult connection for every student
- Provides multiple use partnerships with public and nonprofit agencies that support positive student development

Multiple SCCOE programs at a site such as post-senior & special education.
- Provides opportunities for service learning and community service for Alternative Education Students
- Builds positive connections and the rewards of service

State of the art technology
- Research based and web-based high quality intervention programs to support unique learners
- A credit recovery program to meet individual student need
- GED assessment and preparation program
- State of the art communication tools
- Students will become technologically proficient
A safe and orderly school culture and climate that supports student personal development and social and academic growth
  - Research-based tolerance program and gang intervention support
  - Confluent curriculum that addresses the affective needs of students

Room for growth of the program
  - No student will be placed on a waiting list or delayed in starting school
  - Transition Center – Ensure immediate enrollment and placement
TABLE OF CONTENTS

GENERAL INFORMATION
Department Organization ......................................................... 1
Programs and Students .......................................................... 1
School Year ...................................................................... 2

STUDENT-RELATED REGULATIONS AND PROCEDURES
Grading Standards ................................................................ 2
Graduation Requirements ......................................................... 3
Graduation Alternatives .......................................................... 4
Enrollment ..................................................................... 5
Termination of Enrollment ....................................................... 5
Alternative Schools Accountability Model .................................... 7
Assessment Programs ............................................................ 8
Student Records ................................................................ 9
Release of Records ............................................................... 9
Student Directory Information ............................................... 11
Student Photo and Interview Release Policy ............................. 12
Students with Special Needs ................................................... 12
Child Abuse Reporting ......................................................... 13
Morals and Values Instruction ............................................... 13
Corporal Punishment ............................................................ 14
Work Permits .................................................................. 14
Searches .................................................................. 15
Internet and Computer Use .................................................... 15
Student Cell Phones ............................................................. 15
Vandalism and Malicious Mischief ............................................ 15
Classroom Management Guidelines ........................................ 16
Dress Code ................................................................ 17
Smoking and Use of Tobacco Products .................................... 18
Absences and Tardies ............................................................ 18
Student Automobiles ............................................................. 19
Expulsions .................................................................. 19
Consequences of Severe Offenses or Illegal Activities .............. 20
Disciplinary Chart ................................................................. 20

ADMINISTRATIVE REGULATIONS AND PROCEDURES
Cautions for Educators ............................................................. 24
Reason for Suspension ............................................................ 25
Teacher Expectations ............................................................. 28
Field Trips .................................................................. 31
Vehicle Request ................................................................ 31
Temporary School Closures ................................................... 32
Accident Reports ................................................................. 32
Correspondence Standards ..................................................... 33
Building Security ................................................................. 33
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Keys</td>
<td>33</td>
</tr>
<tr>
<td>Work Orders</td>
<td>33</td>
</tr>
<tr>
<td>Emergency Drills</td>
<td>33</td>
</tr>
<tr>
<td>Employee Emergency Information</td>
<td>34</td>
</tr>
<tr>
<td>Security of School and Personal Property</td>
<td>34</td>
</tr>
<tr>
<td>Theft or Vandalism of School/Personal Property</td>
<td>34</td>
</tr>
<tr>
<td>Emergency Lesson Plans</td>
<td>34</td>
</tr>
<tr>
<td>Equipment and Property Transfers</td>
<td>34</td>
</tr>
<tr>
<td>Request to Remove School or Office Property</td>
<td>34</td>
</tr>
<tr>
<td>Videos and Films</td>
<td>35</td>
</tr>
<tr>
<td>Speakers</td>
<td>35</td>
</tr>
<tr>
<td>Finger Printing of Volunteers</td>
<td>35</td>
</tr>
<tr>
<td>Absence Reports</td>
<td>35</td>
</tr>
<tr>
<td>Requesting a Substitute</td>
<td>35</td>
</tr>
<tr>
<td>Request for Additional Compensated Hours</td>
<td>36</td>
</tr>
<tr>
<td>Reimbursements</td>
<td>37</td>
</tr>
<tr>
<td>Complaint Procedures</td>
<td>37</td>
</tr>
<tr>
<td>Ordering School Supplies</td>
<td>38</td>
</tr>
<tr>
<td>Bell Schedules</td>
<td>38</td>
</tr>
<tr>
<td>ESLR’s (Expected School Wide Learning Results)</td>
<td>39</td>
</tr>
<tr>
<td>School Site Addresses and Phone Numbers</td>
<td>40</td>
</tr>
<tr>
<td>Student Academic Calendar – Community Schools</td>
<td>41</td>
</tr>
<tr>
<td>Student Academic Calendar – Institutions</td>
<td>42</td>
</tr>
<tr>
<td>Uniform Complaint Procedures</td>
<td>43</td>
</tr>
</tbody>
</table>
DEPARTMENT ORGANIZATION

The Alternative Education Department operates under the supervision of the Chief Schools Officer. It is led by a Director who supervises six school site Principals overseeing ten programs. Teachers and aides work under a principal at a school site. Support staff such as secretaries and counselors may be assigned to more than one site. In addition, a small central office staff provides necessary services for the department.
PROGRAMS AND STUDENTS

The Alternative Education Department serves at-risk and incarcerated youth in three types of settings: Institutional, Community Day, and Community Schools. Students who are being detained by the Juvenile Court or who are incarcerated at the order of the Juvenile Court are served by schools located in: Juvenile Hall, the James Ranch and Edge. A second group of at-risk students, generally with histories of truancy and behavior challenges and lack of success in traditional school settings are served in Community Schools.

SCHOOL YEAR

Alternative Education Department sites, that are located on the grounds of County Probation Department Institutions, are open year round. Community School Schedule generally conforms to the pattern of two semesters.

GRADING STANDARDS

Letter grades (A – F) are used to record evaluation of student work in courses.

Advanced (A)
The student’s work demonstrates achievement beyond the listed course content standards, indicating understanding and/or application of course content beyond expectations set by the standards. This achievement may be seen in quantity or quality of work, originality or creative approaches, and contributions to the learning of other students in the class or school.

Proficient (B)
The student’s work indicates mastery of the course content as demonstrated in class participation, assignments, projects and tests. In addition the student’s work indicates understanding and/or application of course content at a level that would make an easy transition to the next level of a course.

Basic (C)
The student’s performance indicates a general sense of mastery of the content standards. Student grasps basic important concepts and processes, but does not engage in more sophisticated applications and/or use higher-level concepts.

Below Basic (D)
The student cannot perform tasks that demonstrate mastery of many course content standards.

Far Below Basic (F)
The student does not complete work; may not attend class, or otherwise does not apply himself/herself.
GRADUATION REQUIREMENTS

High school students who attend Alternative Education Department sites will earn a high school diploma by gaining credits as listed in the chart below.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Credits Required for Students Graduating 2015 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Algebra</td>
<td>10</td>
</tr>
<tr>
<td>World History</td>
<td>10</td>
</tr>
<tr>
<td>U.S. History</td>
<td>10</td>
</tr>
<tr>
<td>Government/Econ</td>
<td>10</td>
</tr>
<tr>
<td>Visual/Performing Fine Arts/World Languages</td>
<td>10</td>
</tr>
<tr>
<td>Career Tech Education/ROP</td>
<td>10</td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
</tr>
<tr>
<td>Service Learning</td>
<td>10</td>
</tr>
<tr>
<td>Life Skills/Health</td>
<td>10</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>10</td>
</tr>
<tr>
<td>Service/Senior Project</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>220</strong></td>
</tr>
</tbody>
</table>

Students in the graduating class of 2006 and subsequent classes are also required to pass the California High School Exit Exam (CAHSEE). The opportunity to take this exam is offered by the Alternative Education Department each year during the months of November, February, May and July of every year.
GRADUATION ALTERNATIVES

The Alternative Education Department provides students with two alternative methods of completing school without a high school diploma: The California High School Proficiency Examination (CHSPE) and the GED. Arrangements to take both of these examinations can be made through the school site.

CHSPE
Students may take the California High School Proficiency Examination if they:
- are 16 or older, (no upper age limit) or
- have completed the tenth grade, even if under 16, or
- are enrolled in the second semester of tenth grade.

Passing CHSPE exempts individuals from attending school if they are 16 or over and have verified parental permission to leave school early.

GED
In California the following individuals are eligible to take the GED:
- The individual is 18 years of age or older, or within 60 days of his or her 18th birthday (regardless of school enrollment status).
- The individual is within 60 days of when he or she would have graduated from high school had he or she remained in school and followed the usual course of study (please note that examinees testing under this criteria may not be enrolled in school).
- The individual is 17 years of age, has been out of school for at least 60 consecutive school days, and provides a letter of request for the test from the military, a post-secondary educational institution or a prospective employer.
- The individual is 17 years of age and is incarcerated in a California state or county correctional facility. Persons testing under these conditions must meet all of the following criteria:
  1. The examinee does not have a realistic chance of completing the requirements for a high school diploma.
  2. The examinee has adequate academic skills to successfully complete the GED test battery.
  3. The examinee understands the options available regarding acquisition of a high school diploma, the high school equivalency certificate or the high school proficiency certificate, and the requirements, expectations, benefits and limitations of each option.
  4. The examinee has sufficient commitment time left to complete the entire GED test battery; however, if released before the test is completed the examinee may complete testing at an authorized testing center.

Persons who pass the GED test at age 17 will not receive the equivalency certificate until their 18th birthday; a letter of intent is issued which states that the certificate is being held pending the examinee's 18th birthday.
ENROLLMENT

At institutions operated by the Santa Clara County Probation Department, all residents will be enrolled in school unless dangerous and/or disruptive behavior prevents attendance at class. Students presented for enrollment by representatives of the Probation Department will be immediately accepted for school activities including orientation, assessment and instruction.

In non-institutional schools, all minors who complete the enrollment process will be offered a placement. Students will be admitted for enrollment after the following steps have been completed:

1. Presentation of a statement verifying referral from the district of attendance and a certification of release from that district.

2. Presentation of an appropriate document indicating the student falls under the provisions of Sections 300, 601 or 602 of the California Welfare and Institutions Code.

3. Presentation of an immunization record consistent with current California law.

4. Presentation of the most recent transcript of high school course work and attendance, or most current report card if in grades K - 8, the student’s I. E. P. if one is currently in effect, and Section 504 accommodations documentation if any.

5. Meeting with Alternative Education Department staff at the Transition Center to fill out forms contained in the enrollment packet and to be assigned to a school site.

6. All students enrolled in any AED Program must have a current and completed registration form on file.

In addition, when a student enrolls within thirty calendar days, a Student Action Plan for Success will be developed for each student (to be reviewed bimonthly).

CONCURRENCE

Students may be enrolled in more than one educational institution at one time. Typically this occurs when a student attends a Career Technical Education training center or a community college while enrolled in high school. Enrollment at an educational institution other than Alternative Education Department must be approved by the principal and counselor. College credits are accepted at the ratio of three high school credits for every one college credit.

TERMINATION OF ENROLLMENT

There are several conditions for terminating enrollment in AED. They are outlined below.
Completion of Program

At institutions operated by the Santa Clara County Probation Department all residents will be withdrawn upon completion of their residence at the institution.

In non-institutional schools, students may apply for district re-enrollment upon completion of the following:

- AED Program
- Conditions set by Referring District

Exclusion from Community School Program

Students may be excluded from the alternative community school programs only by the community school site principal and returned to the referring school district only by the Director of AED under a variety of circumstances including truancy. These circumstances are listed in detail in the section, Disciplinary Chart, beginning on page 32.

Exclusion Process

- A student may be excluded from a community school program and returned to the referring district for a variety of reasons. The causes for exclusion are listed on pages 28-29. The behaviors which are causes for exclusion are listed beginning with the most serious offenses, called zero tolerance offenses, and ending with less serious behaviors.
- Documentation of unacceptable student behavior and the steps taken to change the behavior must be maintained and presented in the process of making an exclusion decision.
- Documentation may include, but is not limited to, the following:
  - Incident Reports
  - Suspension Reports
  - Behavior Contracts
  - Phone Logs
  - Parent/Guardian Conference Records
  - Student Study Team Minutes (SST)
  - Attendance Records
  - Grade Reports
  - Site Transfer Records
- In all cases of exclusion from AED, the decision for exclusion rests with the site principal of the community school.
- Except with cases of extremely dangerous behaviors, such as zero tolerance offenses, students may not be excluded without extensive communication among student, parents, guardians, counselors, teachers and principal.
  1. After a decision has been made, the principal, with parent/guardian input, confers with the AED counselor and the district representative on the impending action.
  2. A formal letter is sent by the principal to the student’s parent/guardian, district of residence, and to probation department personnel if relevant.
3. The Transition Center Team will
   a) Have access to the student’s records.
   b) Meet with the principal and the Director of the Alternative Education Department
   c) Request a meeting with the Chief Schools Officer
   d) The Transition Center Team sends a copy of the student’s transcript and appeal rights to the district representative.
      i. Students leaving an institutional school or a community school will be provided with a transcript of course work and grades if in grades 9 – 12 and a report card if in grades K – 8.

Prior to termination, the principal contacts the district of residence of the impending action.

ASSESSMENT PROGRAMS

The Alternative Education Department participates in state-mandated assessment programs and also operates its own department-wide assessment program.

Standardized Testing and Reporting Program (STAR) – All Alternative Education Department students in grades six through eleven who are enrolled at the time of the annual state-mandated assessment participate in the testing.

California High School Exit Exam (CAHSEE) – All eligible Alternative Education Department students are offered the CAHSEE at the times appointed by the Department of Education.

California English Language Development Test (CELDT) – Within thirty days of enrollment, each student whose Home Language Survey indicates that English is not the primary home language and who is in need of an initial language assessment is administered the California English Language Development Test. English Learners who enroll during the mandated time period for annual CELDT assessments will be assessed with the CELDT. If required, these students are also tested in their primary language using the Language Acquisition Scales (LAS).

Department Assessment – The Department maintains its own assessments designed to assess the growth of each student who enrolls in the Department. These assessments include the Renaissance STAR Assessment, common assessments, benchmark assessments and intervention progress reports. Data from these tests are used as department-wide indicators of program effectiveness as well as individual student achievement and progress.

STUDENT RECORDS

Students enrolled in Community Schools received report cards at regular intervals. All high school students receive transcripts of credits and partial credits upon request, and upon leaving the program. Within 30 days of enrollment, all students are provided with an Individual Learning
Plan. This plan lists goals in literacy, numeracy, transition, career planning, and pro-social behavior that are monitored during the academic year.

RELEASE OF RECORDS

From time to time school personnel are requested to provide records of minor students to various officers of the courts. The following procedures guide personnel who are asked to produce student records to various persons involved in hearings and trials:

Release of Records to Parents
If parents provide a written request for release of records to a specific party, or class of parties, the school must release the school records. Keep the written request in the file. *Education Code §49075.* A school district may permit access to pupil records to any person for whom a parent/Guardian of the pupil has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released.

Release of Records to Probation Officer or District Attorney
In general, if a probation officer or district attorney requests school records in matters of truancy, neglect, or for the purposes of conducting a criminal investigation, the school must produce the student records. District attorneys and probation officers are entitled to records without parental consent. If the school releases records pursuant to a court order, the school must attempt to notify the parents that the records have been so ordered, unless the terms of the order forbid such notice. *Education Code, §49076*

*Title V (Chapter 3 commencing with Section 48400) of Part 27 of Division 4 of Title 2).*

Release of Records to Public Defender or Private Attorney
The public defenders’ office cannot subpoena the records of a student in California because the Education Code does not specifically name the public defender as one of the exceptions to the general rule that records are confidential. The same holds for private attorneys. In order to release the records of a student to a public defender, the school must be presented with a statement from the parent(s) of the student or with a court order, that is, a document with the word “order” in its title and signed by a judge. In contrast, a subpoena from the public defenders’ office will be labeled “subpoena” and be signed by a lawyer. *Authority - County Counsel Clarification, August 20, 1991.*

When a school official receives a subpoena from a private attorney or from a public defender, the following process is to be followed:

1. Immediately notify the parent/guardian (verbally and in writing) that you have received a subpoena and records are being requested. Please indicate in the written notification that you are forwarding the subpoena to the County Office of Education’s legal counsel. Keep a copy for your records.
2. Call the Alternative Schools office (408.453.6968) and notify them of the subpoena. Then fax both the subpoena and the notification to the parent/guardian to the Alternative Schools office – 408.453.6973).

3. In addition to providing legal counsel with the subpoena and the notification to the parent, fax or mail a copy of the student records requested in the subpoena.

**Release of Records to Student over Sixteen Who Has Completed 10th Grade**

The law provides that a student who is over sixteen who has completed the tenth grade may have access to his/her records. However, that student may not permit access to these records to any other person, persons, agencies or organizations without parental consent. So a minor student cannot legally turn his records over to anyone without parental consent. *Education Code §49076 (b)(6)*

**FERPA (Family Educational Rights and Privacy Act)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific
State law.

Schools may disclose, without consent, "directory" information such as a student's name,
address, telephone number, date and place of birth, honors and awards, and dates of attendance.
However, schools must tell parents and eligible students about directory information and allow
parents and eligible students a reasonable amount of time to request that the school not disclose
directory information about them. Schools must notify parents and eligible students annually of
their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA
bulletin, student handbook, or newspaper article) is left to the discretion of each school.

STUDENT DIRECTORY INFORMATION

Student directory information is defined as follows:

- Name and address;
- Telephone number (release to be minimized);
- Date and place of birth;
- Major field of study;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Dates of attendance;
- Degrees and awards received;
- The most recent previously attended public or private school.
- Directory information may be disclosed by all school officials.

Directory information may be provided to any agency, including the United States Armed
Forces, except private, profit-making organizations. Employers, prospective employers, and the
news media are not included in this restriction. The decision as to which agencies are appropriate
receivers of directory information are left to the school district or county office. Names and
addresses of graduating or terminating students may be provided to public or private schools and
colleges. Parents and eligible (adult) students shall be given the opportunity to refuse to autho-
ritize the release of directory information. (Santa Clara County Board of Education Policy 5411)

STUDENT PHOTO AND INTERVIEW RELEASE POLICY

No student may be interviewed on school premises by a representative of a private,
profit-making organization or by any other individual except for law enforcement officers,
without permission of parent/Guardian. No student photographs may be taken without prior
parent/Guardian permission.

STUDENTS WITH SPECIAL NEEDS
Special Education Students

Special Education students entering the Alternative Education Department are served by resource specialists or in Special Day Classes as indicated on the individual’s IEP. Students may also be referred for special education consideration and assessment while enrolled. The resource specialist assigned to each site acts as the point person in the referral process. The processes and timelines mandated by the *Individuals with Disabilities Education Act* (IDEA), Part 30 of the California Education Code, and the subsequent California Title V regulations, guide the special education processes in the Department.

Special Education Records

The Code of Federal Regulations, §300.563, states that the *special education records* of students who are being served under IDEA (Individuals with Disabilities in Education Act) must be kept in a secure (locked) location with limited access. The following procedures meet the requirement of the code:

- The special education files must be kept in a locked cabinet, or within a locked room.
- Access to the contents of the cabinet or to the room must be limited to the certificated staff who would have reason to deal with the special education students of the school.
- The names of these staff members must be affixed to the secure file cabinet, or to the entrance to the secure room.
- A record of access must be kept in each student’s file. This log sheet must be filled out any time someone other than the listed staff is granted access to the file.

Students with 504 Accommodations

Students who have a disability which substantially limits life activities (for example, breathing, learning, hearing, walking, seeing), including AD/HD and other health impairments, but who do not meet the rigid qualifications for Special Education, may have modifications made in their educational program “504” procedures. Referrals for 504 accommodations are made by parent/Guardian or members of the school staff. A site-based Student Study Team, which includes parent/Guardian and student when appropriate, examines the referral and decides on the necessary accommodations that are written into a plan. Typical accommodations include use of tape recorder, extended time on tests, special seating arrangement in class, administration of medication and counseling.

English Learners

Students who are not proficient speakers of English are identified by observation and through search of available documents including the Home Language Survey and documents which certify reclassification as Fluent English Speaker. These English Learners receive services described in the Alternative Education Department *English Learners Program Master Plan*. 

CHILD ABUSE REPORTING

All teachers, administrators and other certificated staff are mandated by law (Penal Code §11165-11174) to report known or suspected cases of child abuse immediately upon gaining that knowledge or as soon as possible thereafter. Notification must be made by telephone to the Child Protective Services (CPS) of the Santa Clara County Department of Social Services (408-491-6300). If two or more persons jointly know of the abuse, one must become the reporting individual. The reporting individual should notify the site administrator, telephone CPS, and must, within 36 hours, complete and mail the Suspected Child Abuse Report to Child Protective Services, retaining the yellow copy as directed. The yellow copy should be sent to the site administrator who will forward it to the Director at the Central Office for placement in a secure file.

California Penal Code §11172(a) states: “No child care custodian who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by this article.” Certificated staff, and those classified staff such as aides and secretaries, who have received training in child abuse reporting are legally “child care custodians.”

MORALS AND VALUES INSTRUCTION

Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including the promotion of harmonious relations, kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government.

Each teacher is also encouraged to create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate violence.

(Education Code Section 233.5(a)(b))

CORPORAL PUNISHMENT

Corporal punishment, defined as the deliberate infliction of physical pain as a disciplinary measure, is prohibited by State law.

An amount of force that is reasonable and necessary for a person employed by the Santa Clara County Office of Education to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other
dangerous objects within the control of a pupil, is not and shall not be construed as corporal punishment. *(Education Code 49001)*

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**WORK PERMITS**

**Requirements**
Work permits are a legal requirement for employment of minor students between the ages of 12 and 17. With few exceptions, employers are required by law to have a work permit on file for every employed minor. Work permits are not required for minors who are employed in agricultural work on farms operated or owned by the their parents, for newspaper delivery, for odd jobs such a yard work and baby-sitting in private homes, for self-employment, or for minors who are high school graduates or who have received the Certificate of Proficiency as a result of passing the California High School Proficiency Examination (CHSPE). Dropouts and expelled students not attending any school are not eligible to receive work permits.

**Restrictions**
The following restrictions on working hours apply to minors in California:
- **Age 12 – 13:** Non-school days, 8 hours per day and 40 hours per work.
  School days, 0 hours
- **Age 14 – 15:** Non-school days, 8 hours per day and 40 hours per work.
  School days, 3 hours per day, and 18 hours per week
- **Age 16 – 17:** Non-School Days, 8 hours per day and 48 hours per week.
  School days, 4 hours per day, 36 hours per week

Minors are not permitted to work in the occupations or use the equipment listed below:
- Explosives
- Coal mining
- Power-driven woodworking machines
- Power driven metal slicing/processing machines
- Meat slaughtering
- Power baking machines
- Power-driven paper products, paper bailing machines
- Manufacturing bricks, tiles products
- Power saws and shears
- Wrecking, demolition
- Roofing and excavation
- Sign Spinners

**Work Permit Process**

“Request for Work Permit and Statement of Intent to Employ Minor,” and “Permit to Employ and Work” are available online. Students who receive an offer of employment shall have the employer and their parents fill out and sign the “Request for Work Permit and Statement of Intent to Employ Minor.” Students return this form to school and the school shall fill out and
provide the “Permit to Employ and Work.” This document is to be signed by the **principal** or designee and the appropriate copy kept in the student’s file.

Copies of the required forms are available from the Alternative Education Department office at the County Office of Education.

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**SEARCHES**

A student’s attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal/designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shall be confiscated and turned over to the police. If at all possible, an adult witness shall be present to observe the search. A written report shall be submitted to the site administrator.

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**INTERNET AND COMPUTER USE**

Before any student is allowed to use school computers, both the student and parent/Guardian must sign the *Internet and School Computer Acceptable Use Contract*. Students who do not follow the terms of the contract may lose access to the systems.

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**STUDENT CELL PHONES & ELECTRONIC DEVICES**

No student shall have visible or use a cell phone while on school premises. A student who violates this condition will have the cell phone taken away by staff. Staff may return the cell phone at the end of the student's day or request that the student's parent/Guardian or Guardian pick up the cell phone.

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**VANDALISM AND MALICIOUS MISCHIEF**

Any student who defaces damages or destroys any school property may be suspended or expelled. Students and their parents shall be responsible for all damage to equipment or school property. This responsibility applies in the matter of books and supplies of all kinds, as well as equipment, buildings and grounds. Parents may be held financially liable for damages up to $10,000 and shall be liable for the amount of any reward not exceeding $10,000. *(Education Code §48904)*

**CLASSROOM MANAGEMENT GUIDELINES**
1. **Instruction**
   Direct, solid instruction that promotes learning is the single most important factor in increasing positive student behavior. When teachers teach well, students behave well.

2. **Teacher Modeling**
   Key characteristics of teacher modeling are:
   - Consistency
   - Fairness (not to be confused with uniform treatment of all students)
   - Organization
   - Positive communication which avoids sarcasm and profanity
   - Dealing with behavior issues as they arise.
   - Contact parent/guardian on a regular basis by conference, phone, email, or letter

3. **Classroom rules based on the Basic Eight Work/School Habits:**
   - Show up.
   - Be on time.
   - Start tasks promptly.
   - Follow directions.
   - Finish tasks.
   - Get along with peers.
   - Get along with adults.
   - Be clean, in every sense of the word.
   Students should be empowered to be part of creating specific classroom rules based on the Basic Eight Work/School Habits.

4. **Consequences for Negative Behaviors:** It is crucial that consequences be appropriate to the frequency and magnitude of the unacceptable behavior. Consequences must be progressive. The following list indicates such a progression:
   - Glance or gesture from teacher
   - Pre-agreed upon signal from teacher to student for student to take agreed upon action
   - Verbal comment about behavior
   - Movement of seat in classroom
   - Movement to position outside classroom with supervision
   - Parent/Guardian contact
   - After school detention
   - Suspension and parent/Guardian conference to develop a plan and/or contract for improvement with agreed upon consequences.

5. **Role of Parent/Guardian**
   Parent/Guardian involvement is a crucial part of the educational process. AED Staff expectations for parents:
   - Understanding and agree to support the school and department rules.
   - Attend meetings regarding their student.
• Probation officers, social workers and group home staff are encouraged to take an active role in their students’ activities at the school.

6. Orientation
A site orientation meeting will be held with AED staff and parent/guardians prior to the first day of class to:
➢ Review attendance and behavior policies/expectations
➢ Determine students’ needs
➢ Schedule the initial Reading and Mathematics Tests
➢ Review transcripts
➢ Develop Course schedule

7. Student Study Team
The purpose of the Student Study Team is to discuss any of the educational needs of students, recommend modifications, and develop an action plan. The Student Study Team may be involved with issues ranging from special education referrals to negative student behavior.

8. Student Reviews
Teachers, aides and other knowledgeable staff gather formally or informally to discuss problem behaviors of students and to agree upon strategies for modifying behavior. It is imperative that all staff commit to support the agreed upon strategies.

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DRESS CODE

Personal safety for students and staff is a high priority in the Alternative Education Department. Students who do not comply with the dress code may be sent home to change into appropriate clothing. The attendance consequences for missing school will apply.

Clothing:

Pants – Blue jeans, white, black or Khaki
Shirts – Solid color white, gray or black
Dresses – Blue denim material, white, black, or gray
Skirts – Blue denim material, solid color black, white or gray
Blouses - Solid color white, gray or black
Sweatshirts/Jackets – black, gray, white
Belts – Solid black or brown web or leather belts with only plain buckles
Socks – White or black
Shoes – Solid black or white,
Shoe laces – Solid black or white
Gloves – Solid black, gray, brown or white
Jewelry – Silver, gold, copper, black and white

Backpacks/Purses
Backpacks must be solid gray or black without tagging and/or sport insignias.
Backpacks are subject to search at any time.

**Not Allowed Clothing:**

- No short shorts or mini skirts
- No halter tops, bare midriffs, tube tops, low cut, or spaghetti straps
- No Cortez, slippers, soft sole
- Hats, beanies, rags, bandannas, skullcaps, hairnets and visors
- No inappropriate gang or sports insignias, logos, drug emblems and labels on any articles of clothing
- Red, blue, maroon hair ties and sweatbands
- Sagging/inappropriate length of pants

*Any clothing or jewelry judged by school personnel to be gang related or otherwise inappropriate for school and/or function. Gang related clothing may be reported to the appropriate authorities.*

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**SMOKING AND USE OF TOBACCO PRODUCTS**

Smoking and the use of tobacco products are prohibited at all sites operated by the County Office of Education. Additionally, students may not smoke or use tobacco products while attending school sponsored activities or while under supervision and control of school staff.

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**ABSENCES AND TARDIES**

**Consequences**

As a consequence of tardiness or unexcused absences, school personnel may assign any of the following consequences as appropriate:

- Additional Class Work
- After School Detention for up to One Hour
- In-house Suspension
- Saturday School
- Request for Parent/Guardian Drop-Off or Pick-Up at the Classroom or School
- Request Parent/Guardian to Accompany Student in Classroom during Class Time
- **Students cannot be suspended for tardies, absences, or cuts**

**Definition of Truancy from California Education Code**

48260. (a) Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.
48260.5. Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent/Guardian or Guardian, by first-class mail or other reasonable means, of the following:
(a) That the pupil is truant.
(b) That the parent/Guardian or Guardian is obligated to compel the attendance of the pupil at school.
(c) That parents or Guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.
(d) That alternative educational programs are available in the district.
(e) That the parent/Guardian or Guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
(f) That the pupil may be subject to prosecution under Section 48264.
(g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
(h) That it is recommended that the parent/Guardian or Guardian accompany the pupil to school and attend classes with the pupil for one day.

Students may be assigned to Saturday School as a result of unexcused absences, tardiness, and behavior that would otherwise result in suspension. Students may make up days missed due to suspension at the rate of one day of Saturday School for one day of suspension.

**Excused and Unexcused Absences/Tardies**

Regular, on-time attendance is very important. Students who are absent unnecessarily miss vital classroom instruction time. Repeated absences may have a negative effect on a student's progress, work habits, and attitude. We recognize that students will occasionally be absent from school for valid reasons.

**STUDENT AUTOMOBILES**

Any student who drives an automobile to school and parks on the school campus must have on file a copy of current driver’s license, registration and proof of insurance.

**EXPULSIONS**

If a student commits one of the offenses listed below, by law he/she must be referred back to their district of residence for expulsion.

  a. Possessing, selling, or otherwise furnishing a firearm when a County Office of Education employee verifies possession.
  b. Brandishing a knife at another person.
  d. Committing or attempting to commit a sexual assault or committing a sexual battery.
The student will immediately be suspended and then the administrator will begin the necessary process to refer the student back to their district of residence for expulsion.

CONSEQUENCES OF SEVERE OFFENSES OR ILLEGAL ACTIVITIES

The Alternative Education Department has established the procedures; detailed in the Disciplinary Chart which follows, to ensure that students receive the process they are due when subject to serious disciplinary action.

- Police Report – A police report shall be filed for law violations, including but not limited to assault on another person, destruction of property, possession or use of a weapon, a controlled substance or other intoxicant or being under the influence of a controlled substance or intoxicant.

- Suspension or Expulsion from School. – The Alternative Education Department believes that one of its major functions is the preparation of youth for citizenship. The schools intend to foster a learning environment that reinforces the concepts of self-discipline and personal responsibility. In order to accomplish this purpose, there exist disciplinary regulations and procedures relating to student conduct. These policies and regulations will be fairly and uniformly enforced without regard to race, creed, color, gender, orientation, or physical or mental handicap.

DISCIPLINARY CHART

Safety of all students and school staff is a high priority in the Alternative Education Department. Behaviors which harm or threaten to harm persons and property are not tolerated. The Disciplinary Chart below lists specific behaviors that are not allowed and the consequences for each behavior. Note that Education Code §48900(r) states, “A superintendent or principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.”

LEVEL I

<table>
<thead>
<tr>
<th>VIOLATION</th>
<th>SOURCE</th>
<th>1ST Offense</th>
<th>2ND Offense</th>
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<tbody>
<tr>
<td>1. Causing, attempting to cause or threatening to cause physical injury to another person.</td>
<td>Ed. Code §48900 (a) (1)</td>
<td>1. Call Police</td>
<td>1. Call Police</td>
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<td>3. Contact District</td>
<td>3. Return to District</td>
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<td>2. Willfully used force or violence upon the person of another, except in self-defense.</td>
<td>Ed. Code §48900 (a) (2)</td>
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<td>1. Call Police</td>
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<td>2. Parent/Guardian Conference</td>
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<td>4. Possible return to district/program change</td>
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<td>1. Call Police</td>
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<td>2. Parent/Guardian Notification</td>
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<td>3. Return to District</td>
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<tr>
<td>4. Possessed, sold, furnished, or received a firearm, knife, explosive, or other dangerous object.</td>
<td>Ed. Code §48900 (b)</td>
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<td>3. Return to District</td>
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<tr>
<td>5. Committed or attempted to commit robbery or extortion.</td>
<td>Ed. Code §48900 (e)</td>
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<td>Extortion: Extortion is the act of obtaining property from another without his/her consent, induced by wrongful use of force or fear or under color of an official right.</td>
<td>1. Call Police</td>
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<td>Robbery: Robbery is the taking of personal property from another person against his/her will by means of force or fear.</td>
<td>2. Parent/Guardian Conference</td>
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<td>3. Suspension 3 – 5 days</td>
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### LEVEL II

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<th>VIOLATION</th>
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<th>1&lt;sup&gt;ST&lt;/sup&gt; Offense</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Offense</th>
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<tr>
<td>1. Committed a terrorist threat against school officials, school property, or both – includes any statement whether written or oral, by a person who willfully threatens to commit a crime which will result in: Death, great bodily injury, property damage ($1,000), his or her own safety, immediate family safety.</td>
<td>Ed. Code §48900 .7</td>
<td>1. Call Police</td>
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<td>2. Possible Suspension</td>
<td>2. Parent/Guardian Notification</td>
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<td>4. Possible return to district/ program change</td>
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<td>2. Unlawfully possessed, used, or other-</td>
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<td>2. Suspension/Parent/Guardian Conference</td>
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<td>3. Possible Return to Dis-</td>
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3. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2, Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.

4. 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 suffer suspension, but not expulsion, pursuant to the provisions of this section. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

5. Theft of property. Stole or attempted to steal school or private property.
### LEVEL III

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<th>VIOLATION</th>
<th>SOURCE</th>
<th>1ST Offense</th>
<th>2ND Offense</th>
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| 1. Engaging in any physical or verbal gang related activities, including, but not limited to, graffiti, tagging, wearing gang “colors”, displaying gang signs, etc. | Board Policy 5711 | 1. Call Police  
2. Suspension | 1. Call Police  
2. Suspension/Parent/Guardian Conference  
3. District Contact |
| 2. Disrupting school activities or willfully defying school personnel engaged in the performance of their duties. | Ed. Code §48900 (2) (k) | 1. Possible Suspension  
2. Parent/Guardian Conference | 1. Possible Suspension  
2. Parent/Guardian Conference  
3. District Contact |
| 3. Engaging in harassment of another student or staff. | Ed. Code §48900 (o) | 1. Possible Suspension  
2. Parent/Guardian Conference | 1. Possible Suspension  
2. Parent/Guardian Conference  
3. District Contact |
| 4. Hazing. Any student who participates in hazing or any act that causes humiliation or disgrace. | Ed. Code §32050-32052 | 1. Possible Suspension  
2. Parent/Guardian Conference | 1. Possible Suspension  
2. Parent/Guardian Conference  
3. District Contact |
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<td><strong>7. Cutting class or leaving campus without permission.</strong></td>
<td>Ed. Code §48260 (a)</td>
<td>1. Detention  2. Parent/Guardian Contact  1. Possible Suspension  2. Parent/Guardian Conference</td>
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### Cautions for Educators in Alternative Settings

**Institutions**

Although the primary job of educators is to provide educational services, they must also do their part in helping maintain a safe and secure environment.

- Obey all institutional rules and require your students to do likewise including appropriate attire.
- Periodically search your work area for contraband
- Maintain a close inventory of supplies and equipment in your work area

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<tr>
<th>No.</th>
<th>Action</th>
<th>Rule/Policy Reference</th>
<th>Description</th>
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<tbody>
<tr>
<td>12.</td>
<td>Using skateboards, roller blades, scooters or bicycles on campus.</td>
<td>School Policy Warning</td>
<td>Confiscate, student or parent/Guardian to pick up after school</td>
</tr>
</tbody>
</table>
• Assist probation by observing and reporting any suspicious or unusual activities

• Learn as much as time will allow about security procedures by asking questions

All programs

Educators should exercise special caution in the following areas:

• Employee/student personal relations – Anything other than a professional teacher/student relationship endangers the employees, the students and the programs

• Partiality – treat all students equally. Partiality leads to rumors, jealousy, and trouble

• Contraband – school facilities and equipment present many opportunities for students to obtain or transfer unauthorized items

• Force, Coercion, Language – Periodically students may become unruly in school. If so, never use physical force, coercion, or language that is offensive. Insulting language or profanity is not acceptable. Do not argue, humiliate, or publicly scold.

• Supervision – The school area if not properly supervised, may present opportunity for students to engage in inappropriate/unacceptable behaviors/actions.

**REASON FOR SUSPENSION**: State Education Code 48900.2 Sub sections: (check applicable section(s)).

**State Education Code 48900**

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

b. Possessed/used/sold/furnished any firearm/knife/explosive/dangerous object.

c. Possessed/used/sold/furnished or been under influence of any controlled substance/alcoholic beverage/intoxicant.

d. Offered/arranged/negotiated to sell a controlled substance/alcoholic beverage/intoxicant--and then--sold/delivered/furnished a liquid/substance/material represented as a controlled substance/alcoholic beverage/intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused/attempted to cause damage to school/private property.
g. Stole/attempted to steal school/private property.

h. Possessed/used tobacco/other nicotine products.

i. Committed obscene act or engaged in habitual profanity/vulgarity.

j. Unlawfully possessed/offered/arranged/negotiated to sell any drug paraphernalia (Section 11014.5 Health and Safety Code).

k. Disrupted school activities/defied valid authority.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm.

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

o. Harassed, threatened, or intimidated a student to prevent/retaliate for being a witness in a school disciplinary hearing.

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

q. Engaged in, or attempted to engage in hazing as defined in Section 32050.

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil maybe suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

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

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

v. A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

w. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

State Education Code 48900.2, 48900.3, 48900.4, 48900.7

EC 48900.2 Committed sexual harassment as defined by EC212.5. (Grades 4-12 only)

EC 48900.3 Caused/attempted to cause/threatened to cause or participated in an act of hate violence as defined by EC 233(e) (Grades 4-12 only)

EC 48900.4 Engaged in harassment/threats/intimidation against student(s) which disrupted class work, created substantial disorder, invaded rights of student(s) by creating an intimidating or hostile environment. (Grades 4-12 only)

EC 48900.7 Make terrorist threats against school officials or school property, or both.

State Education Code 48914(a)

MANDATORY EXPULSION (WITH PRINCIPAL’S EXCEPTION) EDUCATION CODE 48915(a)

48915 (a)(1) Caused serious physical injury to another person, except in self-defense.

48915(a)(2) Possessed any knife, explosive or other dangerous object of no reasonable use to the student.

48915(a)(3) Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
48915(a)(4) Robbery or extortion.

48915(a)(5) Assault or battery, as defined by Sections 240 and 242 of the penal Code upon any school employee.

State Education Code 48915(c)

SUSPENSION AND EXPULSION (MANDATORY RECOMMENDATION)

EDUCATION CODE 48913(c):

48915(c)(1) Possessing/selling/furnishing a firearm at school or at a school activity. Possession must be verified by a school employee.

48915(c)(2) Brandishing a knife at another person.

48915(c)(3) Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code.

48915(c)(4) Committing/attempting to commit a sexual assault/battery as defined in EC 48900(n).

48915(c)(5) Possession of an explosive. As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

Education Code 48900® provides that a pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school... A pupil may be suspended or expelled for acts that occur at any time, including, but not limited to, any of the following: (1) while on school grounds (2) While going to or coming from school (3) During the lunch period, whether on or off the school campus (4) During, going to, or coming from a school sponsored activity.

*Only the principal or the principal’s designee may suspend a student, and suspensions can last no more than five days. The principal’s designee can suspend a student for the remainder of a school day and the following school day only. Only the site principal may suspend for more than one full day. At the time of the suspension an informal conference must be held with the student at which time the student has the opportunity to explain his/her side of the issue. This conference may be waived in emergency situations. Parents/Guardians must be notified of the suspension by phone as soon as possible. Notification by the teacher or principal must be made in writing and given to the parent/guardian. The teacher, parent/guardian, and/or principal may request a conference before the student returns to campus. The principal or designee must fill out the form, Record of Suspension.
• 20 days of suspension allowed per year per student
• 10 days of suspension allowed per year per special education student
  Note: If a special education student is suspended for ten days in the course of a school year, an IEP meeting must be held to review the appropriateness of the student’s placement.

ADMINISTRATIVE REGULATIONS AND PROCEDURES

TEACHER EXPECTATIONS

1. Responsible work ethic
   • Arrive on time.
   • Complete agreed upon hours.
   • Schedule personal appointments and phone calls either before or after school hours.
   • Attend staff meetings.
   • Keep appointments with coworkers, agency or district personnel, students and parents.
   • Model appropriate behavior.
   • Submit complete paperwork on time (attendance reports, report cards, absence requests, non-contract time).
   • If the timeline cannot be met, inform the appropriate persons and determine a new date.

2. Lesson Plans
   • Submit copies to principal in advance when requested.
   • Leave a copy for substitute teacher, along with seating chart and classroom procedures.
   • Develop a binder that includes:
     - Emergency lesson plans
     - Specific information about classroom procedures (particularly about use of computers and other equipment).
     - Where keys are located.
     - How to reach you or the principal if necessary.
     - Your daily schedule with “bell times”.
     - How to take attendance and to whom to give the information.
     - Copies of Incident Report forms and any other forms that may be needed.

3. Assessment
   • All students are tested on the Renaissance Star in reading and math within five (5) days of enrollment.
   • Data is entered in the Aeries System regularly and consistently.
   • Students are re-tested after every 60 days of instruction.
   • Assessment data is used to inform instruction and development of ILPs.
4. **Individual Learning Plans**
   - Student Action Plans for Success are developed for each student within thirty (30) days of enrollment.
   - Areas covered:
     - Reading
     - Math
     - Pro-social skills
   - Developed Action Plan is discussed with student.
   - Copy of Action Plan is in student file and classroom file.
   - The Action Plan is reviewed after 60 days and again upon exit.

5. **Classroom Environment**
   - The classroom is neat, attractive, inviting, and free of clutter.
   - The classroom is safe and orderly.
   - The classroom is language-rich.
     - Evidence of student work-art, writing, poetry-prominently displayed and accessible.
     - Word Walls for vocabulary building are visible.
     - Many books and materials available for student use.
     - Standards for two-month theme units are posted on walls.
   - Desks and/or tables and chairs are arranged to provide teacher with maximum visibility and access to all students (freedom of movement).
   - Classroom rules are posted prominently and reviewed as necessary.
   - Teacher circulates around the room to provide supervision and support to students.
   - Teacher teaches from his or her “spot” – a location consistently used so that students learn from where the teacher makes important announcements, gives directions, and gives specific instructions.

6. **Instruction**
   - ELA Teachers implement the Character Based Literacy (CBL) theme units.
   - Teacher uses the approach to reading recommended in CBL training to instruction (P R E E – Prepare to read, Read, Respond, Explore, Extend).
   - Instruction is connected from one day to the next (i.e., today’s lesson is built upon yesterday’s and provides a foundation for tomorrow’s lesson).
   - Teacher varies whole class instruction with small group activities and provides time for individual work.
   - Teacher reaches to the standards, providing all students with universal access.
   - Teacher taps into students’ background knowledge and stimulates interest in common experiences.
Alternative Education Department  HANDBOOK

- Teacher utilizes a variety of strategies in the course of reading to and with students (read-aloud, shared and partner reading, choral reading. SSR).
- Students are involved in daily substantial writing (either in journals, simulated journals, double-entry journals, autobiographical incidents, expository pieces).
- Teacher uses technology to support students in extending their learning via the Internet or some other form of research method.
- Teacher incorporates projects performances, and other creative means to provide students with opportunities to exercise and develop “other intelligences”.
- Each student is enrolled in required coursework (based upon recommendation of school counselor).

7. Communication
- Teacher provides timely reports to parents, districts, and agency partners on student progress.
- Teacher uses email to link with other teachers, administrator, or with central office.
- Teacher returns phone calls within 24 hours if possible.
- Teachers follow “chain of command” by taking concerns first to site administrator.

8. Behavior
- The Basic Eight (8) Habits are taught and reinforced.
  - Show up
  - Be on time
  - Start work promptly
  - Follow directions
  - Complete tasks
  - Get along with peers
  - Get along with adults
  - Practice good hygiene
- Teacher uses progressive discipline techniques.
- The site has developed a process for discipline of students.

FIELD TRIPS

By direction of the Board of Education, * all field trips must be directly related to the instructional program of the students and must be an instructional component which cannot be met at the school site. Follow up activities are to be provided which will reinforce the knowledge and skills gain on the field trip. No student can be held back from a trip because of lack of money.

*Board Policy 5821

Required steps in preparation for field trips are the following:
- All field trips MUST be in accordance with COE Board Policies and state requirements.
• Apply to and gain approval of site administer no later than three weeks before the trip. *(Use field Trip Proposal Form.)*
• Obtain parent/Guardian permission and release of liability (this can be done at registration).
• Notify parents of the exact time, place and nature of the field trip.
• Provide the site administrator with the names of everyone going on the trip (parents, teachers, other staff, and students), times, destinations and details of transportation.
• Insure that all drivers have valid driver licenses and that all vehicles are legally registered and safe.
• If using County vehicles, drivers must be approved by COE Risk Manager using the form *Standards for Authorization to Drive County Vehicles.*

**VEHICLE REQUESTS**

The Alternative Education Department owns several vans that are available for use by all schools. These vehicles are assigned to certain school sites for storage and maintenance. Staff at a site that does not have an assigned van can request the use of a van though the Vehicle Request Form. This form is available through school site coordinators. The requesting site’s principal must approve the request.

The following are rules for using the AED vans. Any employee that is found in violation of any of these rules will at a minimum lose their van privileges.

1. Students must **NEVER** be left in the van unattended.

2. The van must be cleaned each time it is used. It is the responsibility of the employee who requested the van to leave it in a clean condition.

3. All information in the log book must be filled out each time the van is used. If the log book is missing inform Mike Ramer 453-6560 immediately and log the information on a separate piece of paper

4. Drivers must complete the check off list when picking up and upon the return of the van. Report to the office any needed repairs noticed.

5. Never leave the tank empty.

6. Never leave the keys in the van. Always return the keys to Mike Ramer immediately upon returning the van.

7. If you leave your personal car at Ridder Park while using the van, make sure you are legally parked.

8. All students must be in the shoulder belts to be transported in the van.
9. Students are not allowed to ride in the front seat of the van.

10. Report any accidents to Mike Ramer 453-6560 and to your site principal. Each Van has an accident report form in the glove box and the van binder.

11. You may not take the van out of Santa Clara County.

12. You may not take the van to a personal residence or for personal reasons.

TEMPORARY SCHOOL CLOSURES

Non-emergency requests for closing a site or class, causing students to miss instructional time, will be approved only by the Chief Schools Officer or the Superintendent. Such requests should be made in writing in a timely manner and only after all other alternatives have been exhausted. If you are not sure what constitutes an emergency, please contact your principal immediately.

ACCIDENT REPORTS

Student Injury
If a student is injured at school or while attending a school-sponsored event or activity, appropriate emergency care shall be rendered immediately. After the student is properly cared for, a Student Accident Report must be completed and sent to the site principal. Appropriate copies are sent to parents and to the Insurance Office, MC 262, at the County Office of Education.

Staff Injury
If an employee of the Alternative Education Department is injured, the employee’s supervisor, generally a principal, shall fill out the Report of Employee Work Related Injury or Illness. Additionally, the employee or his/her agent may fill out the Employee’s Claim for Worker’s Compensation Benefits. The supervisor accepts this report and fills out the items, 8 through 14, on the Employer portion of the form.

CORRESPONDENCE STANDARDS

At present the Santa Clara County Office of Education publication, Communication Style Guide and Use of Logo, provides directions for correspondence. A committee is working on more detailed standards and processes for communications within the Department and County Office, and with the public and other agencies.

BUILDING SECURITY
All staff shares the responsibility for building security. The site administrator shall ensure that all entry points are properly secured and alarms systems set. Keys and alarm codes should be on record at the Alternative Education Department central office.

**KEYS**

The site administrator is primarily responsible for all keys to school property. All staff request, receive, and return keys to the site administrator. Lost keys are to be reported immediately to the site administrator. Include a copy of the master card when reporting lost keys. At the end of employment all staff must return site keys.

If keys to probation or social services buildings are lost, the site secretary sends a memo to the probation or social services administrator describing the missing key(s) and circumstances of loss. The site administrator approves distribution of keys, reviews key procedures annually, and monitors site key reports.

**WORK ORDERS**

Maintenance Work Orders are placed on-line with the approval of the site administrator. The web site for the work order is in “staff resources” [www.sccoe.org](http://www.sccoe.org). If the browser will not go to this address, go to the SCCOE web site at [www.sccoe.org](http://www.sccoe.org). On the main page click “SCCOE Staff Resources,” then at the bottom of the right hand column on the page that appears next, click on “Related Resources.” On the page that appears next, click on “Online Forms,” the third item from the top of the list of Related Resources.

**EMERGENCY DRILLS**

Emergency disaster drills shall be conducted at all sites at the required times. At middle schools and high schools, earthquake and fire drills are to be conducted at least once during the month of October and once during the month of April. At elementary schools, drills shall be held monthly. Exit route maps are to be posted in each classroom and reviewed with staff. Date and time of disaster drills shall be logged.

**EMPLOYEE EMERGENCY INFORMATION**

Each employee shall complete an *Employee Emergency Form* at the beginning of the school year. Any changes in the information will be communicated by the school office coordinator to the Alternative Education Department central office immediately.

**SECURITY OF SCHOOL AND PERSONAL PROPERTY**

Personal and school property shall be secured and stored in safe places. Approval to bring personal property valued over $50 onto school grounds for the purposes of use with staff and/or
students must be obtained from the site administrator. Such approval is recorded on the form Authorization to Use Personal Property for Work-Related Activities. If such a form is not on file, recovery of cost in the case of theft and damage and protection against personal liability may not be in force.

THEFT OR VANDALISM OF SCHOOL/PERSONAL PROPERTY

When theft or vandalism of school or personal property occurs staff are to verbally notify the site administrator immediately and follow up with a written report on the form Report of Property Loss, Damage or Theft. This report is to be given to the site’s school office coordinator who will forward appropriate copies to the central office.

EMERGENCY LESSON PLANS

Each teacher is required to have emergency lesson plans covering at least five days of instruction on file in the school office by the end of the second week of school.

EQUIPMENT AND PROPERTY TRANSFERS

The site administrator shall approve the transfer of all equipment moved between sites. Equipment marked with Santa Clara County Office of Education asset tags may not be moved without the filing of a Property Change Notice/Surplus Equipment form. Technical Equipment can only be removed by the Regional Technology Center (RTC) and their designees.

REQUEST TO REMOVE SCHOOL OR OFFICE PROPERTY

The site administrator shall approve the request to temporarily remove school or office property. The request must be submitted one week in advance and must include the location of the removed property.

VIDEOS AND FILMS

Any non-educational film or video shown to students in the Alternative Schools programs must be related to a unit of study in the curriculum. Any video or film shown must be rated General Audience (G) or Parental Guidance (PG-13). No Restricted (R) or Adult (X) rated films or videos may be shown. No unrated non-educational films or videos may be presented in Alternative Education Department classes. Films/videos must be pre-approved by the site principal.

SPEAKERS
Any speaker or group presenting to Alternative Education Department students or presenting in Alternative Education Department facilities must have the permission of the site administrator. Presentations are expected to relate to units of study in the curriculum.

**FINGERPRINTING OF VOLUNTEERS**

As required by California State Law, an individual who has been convicted of serious and/or violent crime is precluded from employment or volunteer service in California's public schools. An individual who is awaiting trial for serious and/or violent crimes is also precluded from rendering service in California public schools until the matter has been legally concluded. Contact the volunteer coordinator, Lisa Ketchum, 453-6574, at the COE for processing all volunteers. *(California Civil Code, Chapter 908, Statutes of 1996).*

**ABSENCE REPORT**

Staff members are responsible for reporting and requesting their own absences. The absence must be recorded in the Sub-Finder system *and* reported to their supervisor no later than two prior to the start of their shift. An *Absence Report/Request* form must be filled out immediately upon returning from an unforeseen absence. The form is to be turned in to the school office. *Absence Report/Request* forms are available from the site school office coordinator or online using [www.sccoe.org](http://www.sccoe.org). Requests for personal necessity leave must be made on the *Absence Report/Request* form and turned in to the site administrator twenty-four hours before the actual leave date when possible.

**REQUESTING A SUBSTITUTE**

Employees who are absent from work are responsible for using the Sub-Finder® System to retain a substitute. Directions for using this automated system are provided in detail in the *Employee Instructions* pamphlet that is provided to all staff. Note that staff who arrange for their own substitutes must still contact the sub-finder so that the substitute will receive compensation. Substitute teachers report to assigned worksites 30 minutes before the beginning of the first class for orientation from the teacher-in-charge. The site secretary provides the substitute(s) with a sign-in sheet that is submitted to the payroll office on the 25th of each month. The automated Sub-Finder system’s phone number is (408) 436-SUBS or online using [www.sccoe.org](http://www.sccoe.org). The Sub-Finder Help Desk’s number is (408) 453-6835.

**REQUEST FOR ADDITIONAL COMPENSATED HOURS**

All work beyond the scheduled workday for which compensation in time or funds is expected must be approved by the Alternative Education Department Director. Principals are to complete the form, *Request for Extra Help or Overtime*, and obtain the Director’s approval in advance of
the start of work. Funds must be available within a principal’s budget in order for compensated overtime or extra help to be approved.

Expected or assigned work hours in the Alternative Education Department are as follows:
- Teachers – 6.5 hours per day (including 0.5 hr duty free lunch)
- Instructional Aides – 6.5 hours per day (not including lunch)
- Secretaries and School Site Coordinators – 8 hours per day (not including lunch)

In order to be compensated for work beyond normal time of employment, staff will complete the Hourly/Daily Attendance Report.

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**REIMBURSEMENTS**

**With prior approval** of the site administrator or supervisor, employees may be reimbursed for approved out-of-pocket expenditures. *Reimbursement for Travel Expense/Other Expense* form.

To recover travel-related expenses it is necessary to follow the procedure below.
- At least four weeks before the travel date, fill out and submit to the site principal/supervisor the form, *Employee Travel Approval Form*.
- The principal or supervisor approves local expenses. The Alternative Education Department Director approves requests for travel over 100 miles from San Jose. Out-of-state expenses must be approved by the Chief Schools Officer. An additional form, *Criteria for Out-of-State Travel*, must be submitted for reimbursement of out-of-state expenses.
- Per Diem meal allowances are designed to supplement the cost of meals, making up the difference between the cost of meals at home and the cost of meals incurred while traveling. The present allowances are $8.00 for breakfast, $12 for lunch and $20 for dinner.
- Mileage allowance is presently $0.585/mile if employee travels using own vehicle. A mileage form must be filled out and appended to the employee’s copy of the approved *Employee Travel Approval Form*.
- **Mileage reimbursement forms to be turned in monthly.**
- Ticket stubs and original receipts must be attached to the approved *Request for Reimbursement for Travel Expense/Other Expense* form in order that reimbursement may be made.

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**COMPLAINT PROCEDURES**

The following illustrates the more common complaints which are filed in the Alternative Education Department:

The first is the complaint filed by a Parent/Guardian, usually involving an issue with a teacher, aide or principal. The procedure for this type of complaint is described in detail in Administrative Regulation 1212. In general terms, these types of complaints are investigated by the employee’s supervisor, and the results of the investigation are passed to the Superintendent...
or the Superintendent’s designee. The Superintendent’s decision regarding any action to be taken is final.

The second type of complaint deals with unlawful discrimination or harassment, and may be filed by an employee of the Office as well as a parent/guardian of student. Subjects of these complaints are: unlawful discrimination based on ethnicity, religion, age, gender, sexual orientation, color of physical or mental disability, or failure to comply with state and/or federal laws in the educational programs operated by the County Office of Education. Specific regulations called Uniform Complaint Procedures govern the filing of these complaints. The procedures are listed in Administrative Regulation 1213. A form for filing complaints is available.

ORDERING SCHOOL SUPPLIES

School supplies can be obtained through the County Office of Education Warehouse, through use of the site’s purchase card, or by staff purchase with consequent reimbursement. Approval of the site administrator is necessary before employing any of these methods of obtaining supplies.

BELL SCHEDULES

All sites in the Alternative Education Department must operate a minimum 240-minute instructional day in order to qualify for daily apportionment (Education Code §48645.3). The 240 minutes must be instructional time and cannot include breaks or lunchtime. Passing time may be counted if it is no longer than four minutes between classes.

*Please see your School Office Coordinator for all forms mentioned in this handbook or follow this link to the SCCOE Intranet for access to the forms:
https://intranet.sccoe.org/rsc/forms/students.asp
The Alternative Education Department of the Santa Clara County Office of Education is committed to helping our students become:

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<th>Responsible citizens who</th>
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<th>Active learners who</th>
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<td>✦ Demonstrate personal integrity and take responsibility for their actions</td>
<td>✦ Read, write, speak and listen reflectively, critically and capably</td>
<td>✦ Understand the importance of gaining information and knowledge as life-long learners to discover, develop and pursue individual interests</td>
<td>✦ Identify, organize, analyze, develop strategies and use available resources and information to make decisions</td>
<td>✦ Make positive personal and lifestyle choices that benefit themselves and the community</td>
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<td>✦ Demonstrate mutual respect and show caring actions towards others</td>
<td>✦ Possess appropriate social skills that allow them to succeed in society</td>
<td>✦ Apply academic knowledge and technology to real-life situations</td>
<td>✦ Develop techniques and solutions for problem solving individually and in collaboration with others</td>
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**Additional Resources**

- FAQs and Policies
- Forms and Applications
- Contact Information
- Calendar of Events
- Newsletter Archive
- Media Relations
- Social Media Channels