

ALLEGIANCE

STEAM ACADEMY

STUDENT/FAMILY

HANDBOOK 2024-25



The Student-Parent Handbook is an essential guide that communicates school year expectations, policies, procedures, and practices to students and their families. It serves as a centralized source of information, providing clarity on services, activities, and policies while fostering a shared understanding between the school, students, and parents.



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MISSION & VISION

The mission of Allegiance STEAM Academy Thrive (“ASA Thrive”) is to teach students the academic, social-emotional, and character skills needed to be college and career ready. ASA Thrive students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

The vision of ASA Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. ASA Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators in the decision-making processes. By providing a school based on best practices, ASA Thrive will be a change agent in the community.

CORE VALUES

ASA Thrive will fulfill this mission and vision by utilizing our core values:

- **Personalized Learning Environment** – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school.
- **College and Career Readiness for All Students** – All students, including students from historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college and career choices.
- **Parents as Partners** – Parents are meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. They must understand what it will take to prepare their children for college and career choices, and they must support the goals of the school through their voice and through volunteering. ASA Thrive must create a welcoming atmosphere of inclusiveness for all families.
- **Data Driven Decisions** – All decisions should be made after thorough data analysis (both quantitative and qualitative). In order for our students to be prepared for success, ASA Thrive must relentlessly pursue excellence in all data points.
- **Community Service** – The school must be an extension of the community. It is our responsibility to provide opportunities for students and families to participate in community service projects and understand their role in the local and global communities. Our intent is to foster students’ civic responsibility through community service projects and the connection of curricular concepts with service-centered activities.
- **Character Development** – For students to fully realize their true potential, we must focus on developing character traits (including grit, respect, leadership, and love) that allow ASA Thrive students to embody and demonstrate our mission and vision. We will develop shared language and expectations that allow for all stakeholders to support the growth of our students.

WOLVES WAYS



The school wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are disruptive. To achieve these goals, the following “Wolves Ways” will be taught and reinforced with students and staff:

Howl with your friends:

I collaborate well with others by listening and cooperating to get the work done.

Keep your den clean:

I plan ahead so I am ready to learn, keep my materials organized, and clean up as I go.

Trust your instincts:

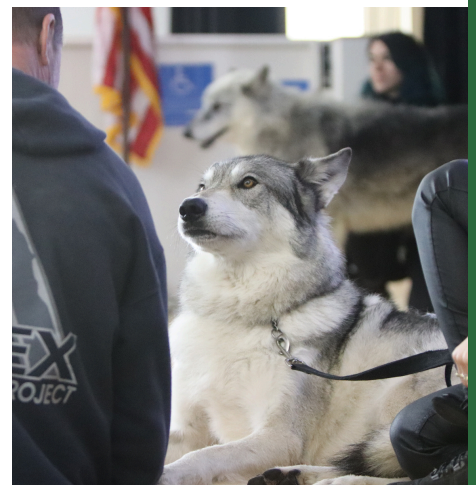
I think about how others might feel and always do the right thing.

Stay on track:

I am always aiming to learn and improve, staying focused and doing my best.

Be a leader:

I consider the consequences of my actions before making a choice, and I reflect on the impact of my choices.



DRESS CODE

ASA Thrive's student dress code policy is designed to promote safety and inclusivity. It is the intent of ASA Thrive that students be dressed and groomed in an appropriate manner that will not interfere with, or detract from, the school environment or disrupt the educational process. Dress should be suitable, modest, comfortable, and safe for normal school activities and reflect pride and attention to personal cleanliness. At ASA Thrive, we strongly believe all students are to come to school ready to learn. School dress codes support a safe and effective learning environment. Students who are safe and secure are better able to learn and exemplify the essentials of good citizenship. Therefore, in an effort to attain uniformity and school spirit, students are to follow this dress code policy at all times.

ASA Thrive's dress code has been adopted by the ASA Thrive Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (Education Code section 49010 et seq.), which prohibit the charging of any student fees for participation in an educational activity at the public school.

Given that ASA Thrive aims to serve the educational needs of a diverse community, the policy is designed to support access to all. No student will be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with this dress code policy. However, any student who arrives at school in nonconforming clothes will be provided with conforming clothing by the school office for the day. In the event conforming clothing is not available, the student will be required to call home for the appropriate clothing to be provided by parents to the office that day.

Any student who needs assistance with identifying conforming clothing should contact the school office directly. In any and all cases concerning interpretation of this policy, the school administration reserves the absolute right to determine what constitutes proper compliance. The Principal will exempt a student from all/part of the dress code policy if an accommodation is requested concerning a particular religion, religious customs or medical necessity.

In the case where compliance to the dress code policy poses a financial hardship for an ASA Thrive family, ASA Thrive's Board will ensure that suitable and compliant clothing is supplied free of charge. Requests for financial assistance can be made to the Principal. ALL requests will remain confidential.

DRESS CODE

ASA Thrive Student Dress Code consists of:

- **Tops:** white or forest green polos
- **Bottoms:** khaki or black colored: shorts, skirts, skirts (knee length), pants, jumpers. (No jeans of any color Mondays - Thursdays)
- **Footwear:** closed-toed shoes that allow full participation in PE

MONDAY - THURS



Dress Code approved apparel can be purchased from a variety of retailers.



On Fridays students may wear an ASA Thrive spirit wear shirt or class university shirt; dress code compliant bottoms are required. Jeans are permitted on Fridays ONLY provided they ARE NOT frayed, stressed or contain holes.

FRIDAYS



DRESS CODE

At all times, including on alternate dress code days, students must comply with the following:

ACCEPTABLE STUDENT DRESS

1. Socks are required.
2. Flat heeled boots and flat-heeled shoes with closed toes and heels are required.
3. Appropriate jewelry.
4. Hats/visors/beanies are permitted on the playground only, but **may not** have professional sports team logos. **Classroom College/University logos are acceptable ONLY**
5. Sunglasses for outdoor use only (back strap is recommended).
6. Leggings are permitted when worn with a skirt or shorts **ONLY**

UNACCEPTABLE STUDENT DRESS

1. Any disruptive clothing (e.g., emblems, lettering, colors, and pictures pertaining to drugs/alcohol, sex, gambling, profanity, gangs, or other offensive themes/messages).
2. Dress/blouse/top that does not cover back, midriff, cleavage or shoulders: muscle shirts and tank tops, tube tops, spaghetti straps, halters.
3. Bottoms with immodest length/slits. Short shorts/skort, skirts, or mini-skirts.
4. Shirts, tops, or sweaters unbuttoned below the sternum.
5. Sweat pants, or any type of workout or warm-up suits (including nylon suits, yoga pants, sports leggings, shorts, long/baggy basketball style shorts).
6. Hairstyles must not materially and substantially interfere with school operations.
7. Tight, form-fitting pants and tops that inhibit movement or outline body parts.
8. Low slung, oversized, or wide-legged baggy pants.
9. Sandals, flip-flops, open toe shoes or jellies.
10. Make-up or artificial nails.
11. Chains, spikes, headbands, bandanas, long dangling belts, or gang paraphernalia.
12. Clothing, hats/visors/beanies, etc. with professional team logos.
13. Tattered, frayed, stressed, torn clothes or clothing with holes. Pants must be hemmed (top of shoe).
14. Jewelry which creates a health/safety hazard, causes a distraction, or can readily/reasonably be used as a weapon. No hoop or dangly earrings. No nose or lip rings.

DISCIPLINARY ACTION, LOGICAL CONSEQUENCES, EXCEPTIONS

Disciplinary action may be taken to ensure compliance with the dress code policy (except toward students exempted by the parents/guardians as provided for by this policy). Prior to initiating any disciplinary action against a student for not complying with the dress code policy, the student or the principal or designee shall conference with the student's parent/guardian to solicit parental cooperation and support. However, no student shall be suspended from school, or from class, or receive a lowered academic grade as a result of not complying with the dress code.

DRESS CODE

The Principal or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms. The Principal shall identify a source for any needed financial assistance.

No student shall be considered noncompliant with the policy when:

1. Noncompliance is due to financial hardship
2. A student wears a button, armband or other accouterment to exercise the right to freedom of expression as provided for in Education Code 48907 (unless the symbol is related to gangs) or is in violation of student dress code
3. A student wears the uniform of a nationally recognized youth organization (example: Scouts) on regular meeting days
4. The adherence to the dress code violates a student's sincerely held religious beliefs
5. A student has on file with the school a "request for exemption from the student dress code requirement" signed by a parent/guardian in the presence of a school employee

ASA Thrive will evaluate the dress code policy on an annual basis to determine the effectiveness of the policy and to consider appropriate modifications.

Dress by a student which violates ASA Thrive guidelines but is not expressly delineated within ASA Thrive regulations shall be considered and reviewed by the Principal. The Principal shall make a determination if the dress matter at issue violates this policy and, if so, shall undertake appropriate action to immediately bring about the student's compliance with the dress code including, but not limited to, contacting the student's parents/guardians and seeking the cooperation and assistance of the parents/guardians.

1. Upon first violation of the dress code, the Principal or designee shall conference with the student and parent/guardians to solicit parental support and cooperation.
2. Upon the second violation, the student will be warned and parents/guardians will be notified. The Principal or designee will determine, if available, whether school issued temporary dress code compliant items will be provided to the student.
3. Upon a subsequent violation, parents/guardians will be contacted and asked to bring appropriate attire to the school. The student and parent/guardian will be notified if there is a third violation of the dress code. The Principal or designee, taking a student's disciplinary record into account, will determine the progressive disciplinary response consistent with the ASA Thrive Student Code of Conduct.

ASA Thrive will make every effort to work collaboratively with students and parents/guardians to ensure adherence to the dress code policy.

HOMework

ASA Thrive recognizes that homework contributes toward building self-motivated, competent, and lifelong learners. Homework completion directly influences student mastery of standards as well as reinforcement of learning objectives and study skills.

ASA Thrive stakeholders will view homework as a routine and important part of students' daily lives. Homework is a teacher-planned assignment that will reinforce classroom learning, develop skills, expand on students' school experience, and encourage family participation.

We believe that independent reading significantly influences reading performance. Studies examining the relationship between children's out-of-school activities and their reading achievement find that the number of minutes spent in out-of-school reading, even if it was a small amount, correlates positively with reading achievement. The more students read outside of school, the higher they scored on reading achievement tests. Researchers stated, "Among all the ways children spent their time, reading books was the best predictor of measures of reading achievement, reading comprehension, vocabulary, and reading speed, including gains in reading comprehension."

Therefore, it is highly suggested that kindergarten through third grade students read at least 15 minutes every day, students in grades four through six read 20 minutes, and students in grades seven and eight grade read at least 30 minutes, in addition to the regularly assigned homework.

GRADING & REPORT CARDS

ASA Thrive will employ Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on content and skill proficiency. Our students will earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with ASA Thrive's mission and values in that it:

- gives students and parents specific, actionable feedback about what skills students have learned or still need to learn;
- shifts the focus to student growth over time; and
- aligns with the school's personalized learning model in which students learn at their own pace and in their own style.

GRADING & REPORT CARDS

By using a standards-based grade book system, teachers will track student proficiency progress and learning. Teachers will assess student learning and progress in the classroom through formative and summative assessments. Students will also be instructed by teachers to assess their own learning through self-monitoring strategies in classes. ASA Thrive administrators will work with teachers to ensure their understanding of mastery learning theory during professional development and provide education to parents on standards-based grading and mastery learning.

ASA Thrive will issue student progress reports every 6 weeks based on proficiency of grade level standards. **Hard copies of report cards will be sent home by hand with students at the end of each trimester. To receive your child's report card by mail, please contact the front office.** The student progress report will be based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards exceeding, meeting, nearly meeting, or not meeting state standards. Formative and summative tests, projects, presentations, and portfolios will be used to determine student performance. Parents of students performing at the not yet meeting state standards level will be invited to participate in a scheduled parent conference to discuss the parents' and the teachers' role in the improvement plan. Teachers and parents will collaborate to discuss progress and to make a commitment to provide support and ensure that students take responsibility for their learning.

STUDENTS IN ALL GRADE LEVELS WILL RECEIVE LETTER GRADES TO TRACK THEIR PERFORMANCE

- A** Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards
- B** Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards
- C** Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards
- D** Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards
- F** Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

ATTENDANCE POLICY

Allegiance STEAM Academy- Thrive schools (ASA) recognize regular school attendance is essential for academic success. ASA Thrive is required to maintain and report daily attendance for all students. These reports, or the school's Average Daily Attendance (ADA) form the basis for the majority of our public funding. As used in Education Code Section 47612, "attendance" means the attendance of charter school students while engaged in educational activities required of them by their charter schools, on days when school is taught.

ASA Thrive has set a goal for 98% average daily attendance. ASA Thrive staff asks that you please make every effort to have your student on time and in school each day. Please schedule vacations and doctor visits on minimum days, school breaks, and after school as much as possible. We understand things may happen that are out of your control, for example an unexpected illness or family emergency, etc. Please notify the office staff as soon as possible in such cases.

Absences

If your student is going to be absent for any reason from school, please notify the office by 9:00 AM through email or by calling the front office. Office staff would prefer an email regarding the absence, to help with call volume in the morning. You may choose to include your child's teachers in your email, but it is not necessary.

The Principal or designee is responsible for determining whether an absence is excused or unexcused. Excused absences will be granted in accordance with Education Code Sections 46010 and 48205, including for the following reasons:

- Illness, including an absence for the benefit of the student's mental or behavioral health
- Medical, dental, optometrical, or chiropractic appointments
- Funeral services or grieving the death of an immediate family member, or a person of close association with the student to be considered immediate family, of up to five (5) days per incident
- Religious holidays
- Quarantine by county or city health officials, and
- Necessary court appearances

Unexcused absences may include, but are not limited to:

- Vacations or trips
- Unverified absences

If you do not report your child's absence on the day(s) he/she is absent, the school will make an attempt to contact the Parent/Guardian, once a day for three days. After the third day, if we have not heard from you the absence will be marked as "unexcused."

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Tardies

Please plan to give yourself plenty of time to drop off before gates close promptly at 7:58 a.m. Classes start promptly at 8:00 a.m. Students who arrive after school starts **MUST** check in at the front office. A parent or an adult must sign them in, and students will need to take a tardy slip to their classroom.

Truancy

Pursuant to Education Code Section 48260, a student subject to compulsory full-time education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the Principal or designee.

Early Release

Please do not call the office if you will be signing your student out early. We will not call your student out of class until you arrive at the office and sign your student out. Please give yourself plenty of time in order for the office to locate your student and give your student time to gather their belongings. Any adult picking up a child who is not the child's parent or guardian must be listed on the child's Emergency Card. We will require ID to be presented to Office Staff prior to your child being released.

Independent Study

If your student is going to be absent for one or more days, for any reason, please let the office know as soon as possible and we can place your student on Independent Study (IS). IS agreements are agreed upon by the student, parent, and teacher. The teacher will create a detailed list of the assignments the student will complete in a timely manner and submit to the teacher for school attendance. A student may use an IS agreement for a duration of up to 20 days per academic school year. The Principal or designee has the discretion to consider a longer duration based on the student's fulfillment of IS agreements and other circumstances. See adopted Independent Study Board Policies for additional information.

PROCEDURES TO INVOLUNTARILY DISENROLL ABSENT STUDENTS

The purpose of the following procedures is for the ASA schools to have efficient means to utilize their waitlist when parents/guardians have exhibited a lack of desire for their students to attend school. Without these procedures, students who demonstrate a lack of desire to attend an ASA school will otherwise be reserving a slot in the classroom, potentially delaying other students on the waitlist from enrolling and attending the school. This may lead waitlisted students to enroll in another school, which may be less desirable for the waitlisted student and may lead to lower

ATTENDANCE POLICY

enrollment for ASA Schools. As a result, the following procedures are established for the ASA schools to disenroll students, pursuant to the involuntary disenrollment procedures described herein and in accordance with Education Code Section 47605(c)(5)(J)(iii).

Incoming Student Absences During First Three School Days

Incoming students must attend class within the first three (3) school days after accepting an offer from the school. If an incoming student does not attend class during the first three school days after accepting an offer, and the school has made efforts to contact the parents/guardians at least twice but received no response back from the parents/guardians by dismissal time on the third school day, the school may disenroll the student and provide the student's reserved seat to the next student on the waitlist.

If the parents/guardians communicate to the school at any point within the first three (3) school days that they do not intend to enroll the student, then the school may also disenroll the student. If the parents/guardians communicate to the school that the student will be attending the school, but that the student has been absent for a legitimate reason (e.g., medical condition, family or personal emergency, etc.), then the Principal or designee may, in their sole discretion, grant the student an exception. If the student does not return by the extended date, then the Principal or designee may, in their sole discretion, decide to disenroll the student. The factors that the Principal or designee shall consider are:

- Whether any documentation is or is not presented explaining the no shows;
- Whether the no shows were or were not the fault of the parents/guardians or student;
- Whether the parents/guardians or student provide a specific and reasonable show-up date.

If the school disenrolls the student as described above, and the parent/guardian asks for the student to reenroll in the school, the student will be placed at the end of the waitlist, or will be immediately enrolled if no waitlist exists.

Absences for 10 or More Consecutive School Days

ASA schools may disenroll students with 10 or more consecutive days of absence occurring at any point in the school year and no legitimate reason is provided to the school justifying the consecutive absences. During the period of absence, the school will endeavor to contact the family by phone, regular mail, or electronic mail to reengage the student.

Involuntary Disenrollment Procedures

At least five school days prior to the effective date of disenrollment, the school shall issue a written notice of intent to disenroll the student. The notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster youth or homeless youth,

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the student's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, student's parent/guardian, educational rights holder, attorney, county social worker, and/or tribal social worker, as applicable, of the right to initiate a hearing as specified in Education Code Section 47605(c)(5)(J)(ii)(II) before the effective date of disenrollment.

If the student's parent or guardian, educational rights holder, the attorney, county social worker, or tribal social worker, as applicable, initiates the procedures for a hearing, the student shall remain enrolled and shall not be removed until the school issues a final decision. The hearing shall be adjudicated by a neutral officer (specifically, the CEO or designee) within a reasonable number of days at which the student has the right to bring legal counsel or an advocate and a fair opportunity to present testimony, evidence, and witnesses.

If the student's parent or guardian, educational rights holder, the attorney, county social worker, or tribal social worker, as applicable, does not initiate the procedures for a hearing before the effective date of disenrollment, the school may immediately disenroll the student. If a student has been disenrolled and continues to be subject to compulsory education, the school shall notify the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the student's cumulative record. Until and unless the student is disenrolled, or there is proof that the student enrolled in another educational option, the student will continue to appear on classroom rosters. Disenrollment of the student will be expedited if the student is found enrolled in another school in CALPADS.

ACADEMIC INTEGRITY POLICY

ASA Thrive believes that academic honesty and personal integrity are fundamental components of a student's education and character development. ASA Thrive commits to building the foundational skills of academic integrity in grades TK-6 so that students may independently apply them upon entering middle school. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Students, parents/guardians, and staff shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to school-site discipline rules. ASA Thrive's Level of Response Plan is attached to this policy. The CEO or designee may establish a committee of stakeholders to revise or update the Level of Response Plan.

PERSONAL RESPONSIBILITIES

- **Students:** To follow the academic honesty policies. A student who is aware of another student's academic dishonesty is to report the incident to the instructor of the class or administrator.
- **Staff:** The instructors will fully support the philosophy of academic honesty.
- **Administration:** To address cases of academic dishonesty. Each case referred to the administration will be reviewed and appropriate action taken. The administration has the responsibility to ensure that the school-wide guidelines regarding student discipline are met to ensure academic honesty at ASA Thrive, including contacting parents/guardians when determining the level of consequence as aligned with our Level of Response Plan.
- **Parents:** Parents are to reinforce the guidelines of academic honesty with their son/daughter. They will support the efforts of the faculty and staff to ensure their students practice academic honesty.

ACADEMIC DISHONESTY INCLUDES

- **Plagiarism:** Plagiarism is defined as intentionally or knowingly presenting words, ideas, or work of others as one's own work. This includes copying homework; using work or a portion of work written or created by another but not crediting the source; using one's own work completed in a previous class for credit in another class without permission; paraphrasing other's work without giving credit. A student who provides their own work or test information to another student may also be disciplined for "sharing" work and/or test information.

ACADEMIC INTEGRITY POLICY

- **Cheating:** Cheating is defined as unauthorized use of information, materials, devices, sources or practices in completing academic activities. This includes using unauthorized “cheat sheets;” copying from another student’s work or exam; copying answers from prohibited materials, including teacher-provided texts and online sources; having others perform one’s share of lab or group work; and/or using any materials prohibited by the teacher unless otherwise authorized.
- **Falsifying Documents:** Falsifying Documents is defined, but not limited to providing false or misleading information to a teacher or other ASA Thrive staff members. This includes signatures on forms, letters, attendance excuses, and documents that represent ASA Thrive.

STUDENT CELL PHONE/ELECTRONICS

ASA Thrive provides web-enabled devices to all students for instructional purposes. Therefore, no cell phones are required. All cell phones and other electronic devices that are brought to school are at the sole discretion of the student and family and are to be turned off and placed in designated classroom storage once students arrive on campus. Cell phones are not to be taken out of designated storage until school is dismissed.

No student shall use an electronic device with camera, video or voice recording function in a way or under circumstances which infringe the privacy rights of other students. Confiscated electronic devices shall be stored by school employees in a secure manner. Students are responsible for personal electronic devices they bring to school. The school shall not be responsible for loss, theft or destruction of any such device brought onto school property.

If a student is caught using a cell phone or other electronic device during school hours, the following procedures will follow:

- **First Offense:** Student is reminded of school policy and warned of consequences.
- **Second Offense:** Item is confiscated, parent notified, and item given to Administration. Students may pick the item up at the end of the school day.
- **Third Offense:** Item confiscated and parent notified. Parents must pick up the item.
- **More than Three Offenses:** Item confiscated and parent notified. Parent conference will be held to determine other means of correction.

ASA Thrive is not responsible for lost, damaged, or stolen cell phones and/or electronic devices that are brought to school, nor are we responsible for the inappropriate use of these devices outside school hours.

TECHNOLOGY ACCEPTABLE USE POLICY

Introduction and Purpose

The ASA Thrive community is encouraged to make innovative and creative use of information technologies in support of education and research. Use of the ASA Thrive network is a privilege and is intended only for purposes consistent with ASA Thrive educational business and curricular objectives. The purpose of this policy is to ensure appropriate, responsible, ethical and legal use of technology within the ASA Thrive community. This policy is designed to guide faculty, staff, students and guests in the acceptable use of the ASA Thrive network and technology systems. This policy is an extension of ASA Thrive Student Handbook Policies and Personnel Policies.

Students and employees are responsible for appropriate use of the ASA Thrive network. Inappropriate use may result in the cancellation of user privileges, disciplinary and/or legal action. Activities that violate state, local or federal law may be subject to prosecution. All users are bound by future updates.

Definitions

Technology is defined as “the body of tools, machines, materials, techniques, and processes used to produce goods and services and satisfy human needs.” (World Book Online Dictionary)

ASA Thrive network includes the computers, terminals, printers, networks, and related equipment, as well as data files or documents residing on disk, tape, or other media, which are owned, managed, or maintained by Technology Services and/or staff. Privately owned equipment, such as laptops, PDA and home computers are considered ASA Thrive networks if attached directly or remotely to the ASA Thrive network and/or are used to access the network.

A User is any person, whether authorized or not, who makes any use of any ASA Thrive network from any location.

ASA Thrive Network Use

Use of ASA Thrive network is restricted to authorized ASA Thrive faculty, staff, students and guests. ASA Thrive network may be used only for their intended authorized purposes. All use of ASA Thrive network must be consistent with all contractual obligations of the school, including limitations defined in software and other licensing agreements.

- Users must not permit or assist any unauthorized person to access ASA Thrive network.
- Users must not defeat or attempt to defeat any ASA Thrive security.
- Users must not access or attempt to access data on the ASA Thrive network that they are not authorized to access.
- Users must not make any deliberate, unauthorized changes on the ASA Thrive network.

TECHNOLOGY ACCEPTABLE USE POLICY

ASA Thrive Network Use (continued)

- Users must not intercept or attempt to intercept data communications not intended for that user's access.
- Users must not conceal their identity when using the ASA Thrive network and must show identification upon request by an ASA Thrive staff member.
- Users must not deny or interfere with or attempt to deny or interfere with service to other ASA Thrive network users.
- Users must use their specific login ID and password and are responsible for the security of said accounts and passwords.
- Users must observe intellectual property rights and copyright laws.
- Without specific authorization, users of ASA Thrive network must not cause, permit or attempt any destruction or modification of data or equipment.
- Users must allow access to, and are responsible for the backup of their own data.
- Users must not conceal or attempt to conceal violations by another user. Users are expected to report violations of this policy.

No Privacy

The ASA Thrive Network is not a private means of communication. All data stored, transmitted, processed, or otherwise accessed on the network may be monitored, filtered or recorded without notice to the user. All ASA Thrive network technology is subject to these rules, even if it is privately owned. When using the ASA Thrive network, users do not have an expectation of privacy in anything they create, store, delete, send or receive on the ASA Thrive network. The use of the ASA Thrive network shall constitute express consent to being monitored. This consent shall authorize ASA Thrive representatives to monitor, without prior notification or consent, all technology resource use including, but not limited to, Internet use, emails, audios or visual material, computer transmissions, stored information and deleted information or files. Any use in support of illegal activities must be reported to the authorities. Illegal Acts State and federal laws make it illegal to intentionally access any computer system or network for the purpose of:

- Devising or executing any scheme or method to defraud or extort;
- Obtaining money, property, or services with false or fraudulent intent, representations, or promises;
- Damaging or intentionally disrupting the network by altering or deleting files, or introducing any programs or data designed to cause damage by spreading to other networks;
- Threatening, bullying, or sexually harassing another individual;
- Promoting a forum for any illegal activity;
- Making terrorist threats;
- Sharing and/or distributing pornography;
- Plagiarism;
- Copyright infringement

Users committing any of these acts may be subject to prosecution.

TECHNOLOGY ACCEPTABLE USE POLICY

User Rights

Access to all ASA Thrive network resources is to be shared equitably among users. ASA Thrive attempts to provide, at all times, a secure environment conducive to learning and free of illegal or malicious acts. The school has taken precautions, which are limited, to restrict access to inappropriate, unethical and/or immoral materials. However, on a global network it is impossible to control all access. A user may accidentally or on purpose discover inappropriate information.

Acceptable Use

General Use: ASA Thrive network can be used in the support of teaching, research, public service, work related and administrative functions that support the missions of the school.

Incidental Use: Incidental use of computing resources at the school must not interfere with assigned job responsibilities and may result in only a nominal cost to the school. Incidental use should not be considered private and personal.

Prohibited Uses: ASA Thrive declares unethical and unacceptable behavior as just cause for taking disciplinary action, revoking network privileges, and initiating legal action. The following are examples of unethical and unacceptable behavior. The following list of prohibited behaviors is not exhaustive, and is offered for illustration only.

- Using the ASA Thrive network for distributing copyrighted materials, illegal, inappropriate, threatening or obscene purposes, or in support of such activities. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the ASA Thrive network and/or purposes and goals. Obscene activities shall be defined as a violation of the generally accepted social standards for use of a publicly owned and operated communication vehicle.
- Using an account other than your own and any attempt to gain unauthorized access to accounts on the network.
- Attempting to obtain access to restricted sites, servers, files, databases, etc. and/or attempting to gain unauthorized access to other systems (e.g. "hacking").
- Using personal computer equipment to access the ASA Thrive network without prior permission.
- Installing personal software or uninstalling software without prior permission.
- Using Internet games and/or IRC (Internet Related Chat) not related to core curriculum and without direct teacher instruction.
- Using the Internet for commercial purposes, financial gain, personal business, product advertisement, or use of religious or political lobbying.

TECHNOLOGY ACCEPTABLE USE POLICY

Prohibited Uses (continued)

- Attempting vandalism. Vandalism is defined as willful or malicious destruction and any intent to harm or destroy data of another user, another agency or network that is connected to the Internet. Vandalism includes, but is not limited to, the uploading, downloading, or creation of computer viruses. It also includes attempts to gain access to a network that is connected to the Internet.
- Degrading or disrupting network equipment, software, or system performance.
- Wasting finite network resources.
- Invading the privacy of individuals or disclosing confidential information about other individuals unless directly related to your work assignment.
- Posting personal communications without the original author's consent.
- Posting anonymous messages.
- Accessing, downloading, storing or printing files that are profane, obscene or that use language that offends or tends to degrade others.
- Harassing others and using abusive or obscene language on the ASA Thrive network. You may not use the ASA Thrive network to harass, annoy or otherwise offend other people.
- Using material which may be deemed in violation of school policy or the law.
- Downloading music, video or any other files not directly related to the curriculum.
- Communicating threats of violence.
- Using ASA Thrive network for plagiarism. Plagiarism is taking ideas or writing from another person and offering them as your word. Credit must always be given to the person who created the information or idea.
- Using ASA Thrive network for piracy (unauthorized use or reproduction of copyrighted or patented material).
- The capture, display or sharing of images of persons without their expressed consent.

ANTI-BULLYING POLICY

ASA Thrive believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance. In compliance with California Education Code Section 48900, ASA Thrive's Anti-bullying policy has been developed using evidence-based practices.

While ASA Thrive will make every effort to make every student feel welcomed and supported, we will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying, including cyber-bullying, includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

ASA Thrive expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

ASA Thrive will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers will discuss this policy with their students in age-appropriate ways and will assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

ANTI-BULLYING POLICY

ASA Thrive has adopted Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct, or Wolves' Ways, includes

- Trust your instincts
- Keep your den clean
- Stay on track
- Howl with your friends
- Be a leader

The Wolves' Ways are implemented in every classroom with frequency, present in the culture and vernacular of the school, and adapted for age appropriateness. The Wolves' Ways establish a positive school climate where empathy, acceptance and diversity are the foundation of the school environment.

When bullying does occur, the procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.
- In compliance with California Education Code Section 48900, ASA Thrive administrators will investigate incidents of bullying and determine appropriate responses in an effort to maintain a safe learning environment for all.

Procedures for Preventing and Intervening for Acts of Bullying, including Cyberbullying

Education Code Sections 234.4 & 32283.5

Prevention:

To the extent possible, ASA Thrive shall focus on prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of ASA Thrive rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

ANTI-BULLYING POLICY

Prevention (continued)

As appropriate, ASA Thrive shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the CEO or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the CEO or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Report and Filing of Complaints

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and ASA Thrive's Uniform Complaint Procedure.

The Board of Directors designates the following position as the ASA Thrive compliance officer and designee regarding student-on-student bullying complaints:

Sebastian Cогnetta, Ed.D.
CEO
5862 C St., Chino, CA 91710
(909) 465-5405

ANTI-BULLYING POLICY

Intervention (continued)

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the CEO, principal, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed.

In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the CEO, whether or not the alleged victim files a complaint.

When a student is reported to be engaging in bullying off campus, the CEO or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO or designee also may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the CEO or designee shall inform the student or parent/guardian of the right to file a formal written complaint. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and ASA Thrive's Uniform Complaint Procedure.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the CEO or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with ASA Thrive's Student Conduct and Discipline Policies.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

ENSURING ACCESS TO INSTRUCTIONAL MATERIALS

California Education Code (EC) Section 60119 Section 60119(c)(1) states that sufficient textbooks or instructional materials means, “each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.” In order for digital instructional materials to meet the definition of sufficient instructional materials, students need to have access to the materials both at school and at home.

To provide students access both at school and home, ASA Thrive ensures that:

- Adequate digital and/or hard-copy instructional materials are purchased annually;
- Internet-enabled devices are available to all students for daily use;
- Internet access is made available for home use, as needed.

No student will be required to provide a personal device in order to access instructional materials at school or at home. If a student requires a device or internet connectivity in order to access digital instructional materials at home, ASA Thrive will provide a school-issued device and/or internet access device to be used by the student for the school year. Devices remain the property of ASA Thrive and are to be returned to the school at the end of the school year or, if a student withdraws, upon withdrawal from the school.

Any family requesting a device or internet access may be issued either by contacting the CEO or Principal.

HEALTH SERVICES

The Health Office is open to students who are injured at school or become too sick to continue class. Our Health Technician is available during the school day to assess and tend to ill or injured students. Specialized health needs that may impact a student at school, including care for ongoing health concerns, are to be reported by families to the school using the health history form at registration and by providing updates and additional information as necessary.

MEDICATION

All medications required by students must be given to the health technician who will dispense the medication from its original container as prescribed by the student’s doctor. The appropriate forms may be obtained from the school office and must be signed by the parent and the doctor at the beginning of each school year.

OFFICE TELEPHONE

The school office is a place of business and is often very busy. For this reason, students are only allowed to use the phone in case of an emergency or if he/she has a note from the teacher. Personal messages will not be delivered to students except in the case of emergency or extenuating circumstances.

SCHOOL TO HOME COMMUNICATION

ASA Thrive email use policy is designed to make communication between school and home efficient, productive and personal.

Communication that pertains to the whole school (i.e., The Weekly Wolf Update, timely reminders and notices) will continue to be communicated from administration or the office. This schoolwide communication will be through email, phone calls, and text messaging. The Weekly Wolf Update is emailed to parents and guardians every week while school is in session and contains important updates and information about school operations, current and upcoming events, and governance meetings.

Teachers will use email or Seesaw to “push out” mass communication including newsletters and updates that pertain to an entire class. At ASA Thrive, we value a culture of direct and open communication. To foster clear communication, questions or concerns regarding an individual student will be addressed by phone or in face to face meetings with teachers. Office staff, including administrators and the CEO, when possible, will also limit email use when communicating with individual families.

POSITIVE BEHAVIOR SUPPORT

The behavior policy of ASA Thrive is designed to ensure that each student has the opportunity to learn in a safe and secure environment. ASA Thrive’s goal is to develop responsible, respectful citizens. Each teacher will have standards for classroom behavior and an appropriate reinforcement system. These standards will be communicated to parents at the beginning of the year with reminders throughout the school year.

The school wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are disruptive. To achieve these goals, the Wolves’ Ways will be discussed and modeled at grade level assemblies at the beginning of the school year. Wolves’ Ways will be reinforced by all staff throughout the year.

STUDENT CONDUCT POLICY

ASA Thrive will be committed to providing an environment that allows students to develop academically and social-emotionally. The Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on school transportation. Conduct is considered appropriate when students are diligent in study; careful with school property; and courteous and respectful towards their teachers, other staff, students, and volunteers.

All staff will treat students with dignity, respect and compassion. Discipline for unsafe, defiant and inappropriate behavior is no exception. At all times, staff will communicate using a clear and assertive voice, not a passive or aggressive one. School staff will discuss and model the Wolves Ways at grade level assemblies at the beginning of the school year, daily in opening and closing advisories and as needed based on their professional judgment. Students who consistently follow these rules will be recognized on an individual and school wide basis.

Student Responsibilities

- The following list of student responsibilities is not exhaustive. All students have the responsibility to:
- Be on time and attend every class every day, unless excused.
- Be respectful in communications with peers and those in authority.
- Comply with all school building and school policies, rules and behavior expectations as well as state and federal law including, but not limited to, refraining from all types of harassment and bullying.
- Comply with school rules governing the proper use of electronic devices.
- Respect school property and not damage it.
- Arrange to make up work when absent from school.
- Attain satisfactory academic achievement consistent with an individual's ability and complete all assignments.
- Assume personal responsibility for acting with respect and common courtesy.
- Accept disciplinary consequences with dignity and make a commitment to improve one's own individual performance and conduct.
- Exhibit honest behavior as it applies to tests, assignments, and other school work.
- Understand and comply with school rules regarding appropriate conduct on the bus and at extra-curricular or other school-related activities.
- Refrain from bringing or possessing weapons at school.

STUDENT CONDUCT POLICY

Prohibited Student Behavior includes but is not limited to:

- Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
- Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
- Conduct that disrupts the orderly classroom or school environment
- Willful defiance of staff's authority
- Damage to or theft of property belonging to the students, staff, or the school. Due to extensive damage done to school property, gum is not allowed to be sold, possessed, and/or chewed on school property. The school shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
- Use of profane, vulgar, or abusive language
- Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
- Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)
- Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
- Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
- Plagiarism or dishonesty on school work or tests
- Inappropriate attire
- Tardiness or unexcused absence from school
- Failure to remain on school premises in accordance with school rules
- Student dance movements and mannerisms must fall within the standards of good taste and decency. Dancing that is lewd, lascivious, or deemed inappropriate based on school standards will not be tolerated. Physically dangerous dancing or movements will not be permitted. Students who engage in inappropriate behaviors will be stopped and warned on the first occasion. Parents will be contacted and students will be asked to leave the dance should students continue the inappropriate behavior. School officials are given the right to make decisions on suitable dance movements.

STUDENT CONDUCT POLICY

Logical Consequences for Inappropriate School Behavior

Disciplinary Action All responses to student inappropriate school behavior shall include elements of teaching, or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior. Disciplinary action may be taken for any student conduct that interferes with the operations of the school or the welfare of the student or others.

Disciplinary Action Options

Alternatives to removal from class or dismissal shall be used whenever possible unless the behavior of the student places the student or others in danger, or a removal/dismissal is required by other law, policy, or procedure. Any discipline for a violation of student behavior expectations will be based on all available facts and circumstances of the violation and is solely within the discretion of the school. Any violation of a school rule will result in disciplinary action.

Disciplinary action may range from a simple verbal warning, parent contact, removal from class, or other appropriate disciplinary action up to and including expulsion or exclusion, as described in the ASA Thrive Student Discipline Policy, depending on the nature of the infraction. The principal or designee may revoke privileges including, but not limited to, school dances, field trips, and other school-related activities. In the event that school-day activities are revoked, an alternative educational setting will be provided.

UNIFORM COMPLAINT PROCEDURES POLICY



The governing board (“Board”) of ASA Thrive is committed to compliance with applicable state and federal laws and regulations governing educational programs and activities. Most issues are best handled informally, and the Board encourages the early resolution of complaints at the site level whenever possible. If you have a concern, you can always come and talk to one of us. If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out herein.

ASA Thrive developed this Uniform Complaint Procedures Policy (“UCP”) in accordance with Title 5, California Code of Regulations, §§ 4600-4687. ASA Thrive has primary responsibility to ensure its compliance with applicable state and federal laws and regulations, and ASA Thrive will investigate and seek to resolve UCP complaints in accordance with this UCP. The Board approved the UCP and this UCP applies to all ASA Thrive schools.

UCP Complaints

Not all complaints fall under the scope of the UCP. Complaints arising from the employment relationship are separately addressed by ASA Thrive’s employment policies. Many concerns, including classroom assignments, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, the Brown Act, and other general education requirements, are not UCP complaints. ASA Thrive, however, may use these complaint procedures to address complaints not covered by the UCP in its sole discretion. Only allegations within the subject matters falling within the UCP can be appealed to the CDE.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include: complaints regarding certain programs and activities (list below); complaints alleging the charging of pupil fees for participation in an educational activity; complaints regarding non-compliance with the requirements of ASA Thrive’s Local Control and Accountability Plans (“LCAP”); or an allegation of unlawful discrimination, harassment, intimidation, or bullying in certain programs or activities.

UNIFORM COMPLAINT PROCEDURES POLICY



Complaints Regarding Programs and Activities

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

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education, Career Technical, Technical Training (state)
- Career Technical Education (federal)
- Child Care and Development Programs
- Compensatory Education
- Complaints of Discrimination, Harassment, Intimidation and/or Bullying of any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including actual or perceived characteristics set forth in Penal Code § 422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by ASA Thrive which is funded directly by, or that received or benefits from, any state financial assistance
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Education and Graduation requirements of Pupils in Foster Care, Homeless Pupils, former Juvenile Court Pupils, and Pupils of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees, which includes a purchase that a pupil is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate

UNIFORM COMPLAINT PROCEDURES POLICY



The UCP Annual Notice

ASA Thrive provides notice of this UCP on an annual basis. The notice addresses all students, employees, parents or guardians, school advisory committee members, appropriate private school officials or representatives (if applicable), and other interested parties. The notice includes information regarding allegations about discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the position at ASA Thrive who is responsible for and knowledgeable about processing UCP complaints. ASA Thrive's annual UCP notice is in English. If 15% or more of students enrolled at ASA Thrive speak a single primary language other than English, the annual notice will be provided in that language as well pursuant to Education Code § 48985.

Designation of Responsible Employee

ASA Thrive's Chief Executive Officer ("CEO") is the employee responsible for receiving, investigating and responding to UCP complaints (the "Responsible Employee"):

Sebastian Cognetta, CEO
Allegiance STEAM Academy Thrive
5862 C Street
Chino, CA 91710
909-465-5405
sebastian.cognetta@asathrive.org

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit them from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to ASA Thrive's Principal or other appropriate ASA Thrive official, who will determine how the complaint will be investigated.

ASA Thrive will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaint. ASA Thrive may consult with legal counsel as appropriate.

Confidentiality and Non-Retaliation

ASA Thrive will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation or bullying remains confidential as appropriate.

COMPLAINT PROCEDURES

STEP 1: FILING A UCP COMPLAINT

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put their complaint in writing due to a disability or illiteracy, ASA Thrive will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached. Complaints shall be filed with the Responsible Employee at the address provided herein. A pupil fees complaint may also be filed with ASA Thrive's Principal. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will endeavor to notify the complainant within five (5) schooldays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Board President, Principal or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until ASA Thrive issues its final written Investigation Report, whichever occurs first.

COMPLAINT PROCEDURES

TIMING OF COMPLAINTS AND INVESTIGATION

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth as specified in 5 C.C.R. § 4630.5. For complaints regarding LCAP, the date of the alleged violation is the date when ASA Thrive's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, ASA Thrive will investigate the UCP complaint and issue a written Investigation Report to the complainant within sixty (60) days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

STEP 2: MEDIATION (OPTIONAL)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any ASA Thrive employee or member of ASA Thrive's Board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and ASA Thrive to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either ASA Thrive or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, ASA Thrive will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with their investigation of the complaint.

The use of mediation does not extend ASA Thrive's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

COMPLAINT PROCEDURES

STEP 3: INVESTIGATION OF COMPLAINT

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable ASA Thrive records and/or information related to the complaint allegations. As part of their investigation, the Responsible Employee (or designee) will do all of the following, in any order:

- Provide an opportunity for the complainant or complainant's representative and ASA Thrive's representative to present information relevant to the complaint or investigative process.
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or their representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by ASA Thrive to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

STEP 4: FINAL WRITTEN DECISION (INVESTIGATION REPORT)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (the "Investigation Report") within sixty (60) days of receipt of the complaint, unless complainant agrees to extend this date. ASA Thrive's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.

COMPLAINT PROCEDURES

STEP 4: FINAL WRITTEN DECISION (Continued)

The Investigation Report shall include:

- The finding(s) of fact based on the evidence gathered;
- Conclusion providing a clear determination as to each allegation as to whether ASA Thrive is in compliance with the relevant law;
- If ASA Thrive finds merit in the complaint, the corrective actions required by law;
- Notice of the complainant's right to appeal ASA Thrive's Investigation Report to the CDE, except when ASA Thrive has used its UCP to address a non-UCP complaint; and
- Procedures to be followed for initiating an appeal to the CDE.

In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act (FERPA) or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of ASA Thrive's expectations.

If ASA Thrive finds merit in a complaint regarding pupil fees, physical education instructional minutes, or LCAP, the remedy will go to all affected students and parents/guardians. ASA Thrive, in good faith will engage in reasonable efforts to identify and fully reimburse all students, parents and guardians who paid any unlawful pupil fee within one (1) year prior to the filing of the complaint.

APPEAL PROCESS

A complainant may appeal ASA Thrive's Investigation Report by filing a written appeal within thirty (30) days of the date of the Investigation Report to the California Department of Education ("CDE"). This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

- ASA Thrive failed to follow its complaint procedures;
- Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;

COMPLAINT PROCEDURES

APPEAL PROCESS (Continued)

- The material findings of fact in the Investigation Report are not supported by substantial evidence;
- The legal conclusion in the Investigation Report is inconsistent with the law; and/or
- In a case in which ASA Thrive found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal must be sent to CDE with: (1) a copy of the locally filed complaint; and (2) a copy of ASA Thrive's Investigation Report.

Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating students should be sent to:

California Department of Education
Education Equity UCP Appeals Office
1430 N Street
Sacramento, CA 95814
916-319-8239

Appeals of decisions regarding LCAP should be sent to:

California Department of Education
Local Agency Systems Support Office
1430 N Street
Sacramento, CA 95814
916-319-0809

Appeals of decisions regarding pupil fees or all other educational program complaints should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814
916-319-0929

The CDE may directly intervene in the complaint without waiting for action by ASA Thrive when one of the conditions listed in 5 C.C.R. § 4650 exists, including cases in which ASA Thrive has not taken action within sixty (60) days of the date the complaint was filed with ASA Thrive. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include evidence that supports such a basis.

Civil Law Remedies

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

UNIFORM COMPLAINT PROCEDURES FORM

ASA Thrive has primary responsibility to ensure compliance with applicable state and federal laws and regulations and shall investigate and seek to resolve complaints in accordance with the Uniform Complaint Procedures Policy (UCP). Please complete this form, providing as much information as possible and attaching any applicable supporting documentation, to assist in the investigation of your complaint.

Information

NAME OF THE COMPLAINANT	ADDRESS
EMAIL ADDRESS	TELEPHONE NUMBER
COMPLAINANT WILL NEED THE ASSISTANCE OF AN INTERPRETER	
<input type="checkbox"/> NO <input type="checkbox"/> YES (Specify the language to be spoken by the interpreter)	
COMPLAINANT IS A:	
<input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Employee <input type="checkbox"/> Public Agency <input type="checkbox"/> Organization	
COMPLAINANT IS BEING FILED ON BEHALF OF:	
<input type="checkbox"/> Myself <input type="checkbox"/> A Student (not the complainant named above) <input type="checkbox"/> Other (specify)	
DATE OF ALLEGED VIOLATION	SCHOOL:

Basis of Complaint

For allegations related to any of the following programs and activities subject to the UCP:

- | | |
|---|--|
| <ul style="list-style-type: none"> • After School Education and Safety • Child Care and Development • Child Nutrition • Consolidated Categorical Aid • Discrimination, Harassment, Intimidation, and/or Bullying • Education for Foster Youth, Homeless Youth, Former Juvenile Court School Students, or Military Dependents • Every Student Succeeds Act (Titles I-VII) | <ul style="list-style-type: none"> • Local Control and Accountability Plans (LCAP) • Migrant Education • Pupil Fees • School Plans for Student Achievement • School Safety Plan • School Site Councils • Other: _____ |
|---|--|

For complaints alleging discrimination, harassment, intimidation, and/or bullying, indicate the actual or perceived protected characteristics upon which the alleged conduct is based:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Race or ethnicity • Color • Ancestry • Nationality • National origin • Immigration status • Ethnic group identification | <ul style="list-style-type: none"> • Religion • Age • Marital status • Pregnancy • Parental status • Physical or mental disability | <ul style="list-style-type: none"> • Sex • Sexual orientation • Gender • Gender identity • Gender expression • Genetic information • Other _____ |
|---|--|---|

FOR OFFICE USE ONLY

Date received	Received by	Title
Investigator	Outcome	
Final written decision sent to complainant on	Appeal filed with CDE? Y/N	

UNIFORM COMPLAINT PROCEDURES FORM

Details of the Complaint

Please answer the following questions to the best of your ability. If you mention names, please also identify who they are (i.e. student, staff, parent, etc.). Attach additional pages, if necessary.

Provide the **facts** about your complaint:

List the **people** involved or impacted:

List any **witnesses** or individuals who may have knowledge of the alleged acts:

Provide and/or describe the specific **location(s)** where the incident(s) occurred:

List the **date(s) and time(s)** when the incident(s) occurred or when the alleged acts came to your attention:

Describe any **steps** you have taken to resolve this issue before filing the complaint. If applicable, list names and titles of school staff you have contacted:

Do you have any **written documents/ evidence** that may be relevant/supportive of your complaint?

No Yes, copies of the documents/evidence are attached to this complaint

Signature of Complainant _____ Date _____

ASA Thrive shall take steps to protect complainants from retaliation. Please file this complaint form and any additional documents in person, by mail, or via email with the following:

Sebastian Cognition, CEO
Allegiance STEAM Academy Thrive
5862 C Street Chino, CA 91710
sebastian.cognition@asathrive.org