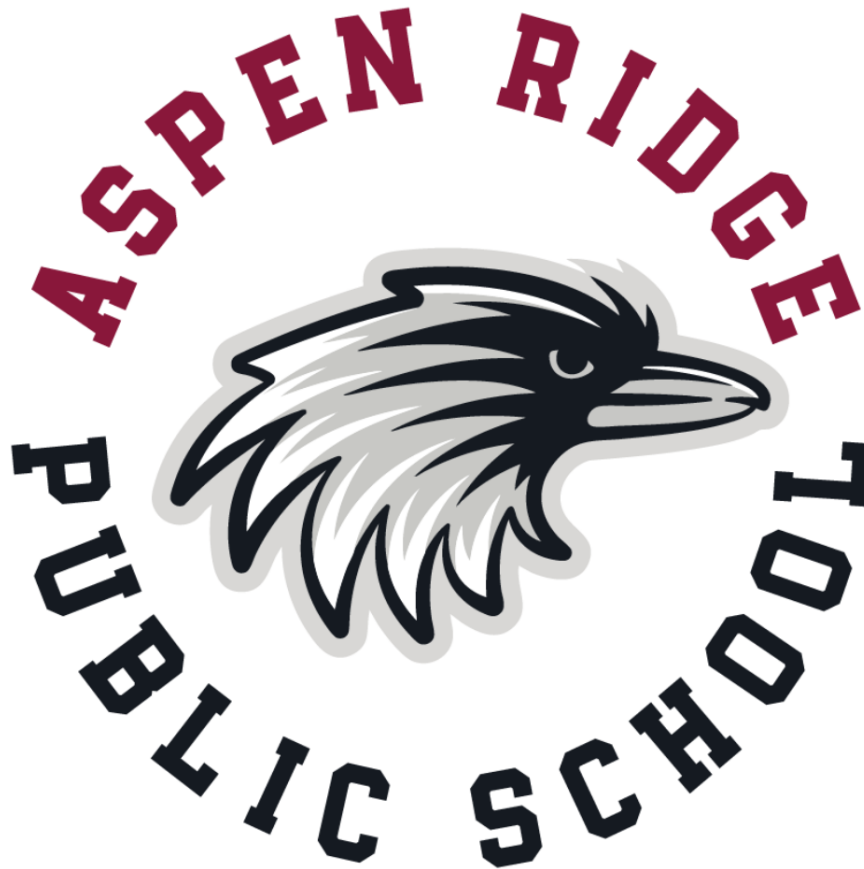


Aspen Ridge Public School 7-12

Leaders in Action, Ready to Take Flight



Parent and Student Handbook 2025-2026

Aspen Ridge Public School 3821 N Clark St, Fresno, CA 93726 559-374-0080
Aspen Valley Prep 4221 N Hughes Ave, Fresno, CA 93705 559-225-7737
Aspen Meadow Public School 1400 E Saginaw Way, Fresno, CA 93704 559-369-2456

www.aspenps.org

Board Approved 09/16/25

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GENERAL INFORMATION

Aspen Ridge Public School 3821 N Clark St, Fresno, CA 93726

Board of Directors

President	Alicia Varela	alicia.varela@aspenps.org
Vice-President	John Grice	john.grice@aspenps.org
Secretary	Mark Snee	mark.snee@aspenps.org
Board Member	Nick Romano	nick.romano@aspenps.org

School Staff

Executive Director	Shelly Lether	shelly.lether@aspenps.org
Chief Operations Officer	Tiffany Hendy	tiffany.hendy@aspenps.org
Chief Academic Officer	Nicole Rivera	nicole.rivera@aspenps.org

Chief of Student Services	Sarah Crantz	sarah.crantz@aspenps.org
IT Director	Michael Lee	michael.lee@aspenps.org
Principal	Riley Fox	riley.fox@aspenps.org
Vice Principal	Abel Ruiz	abel.ruiz@aspenps.org
Office Manager	Buffy Hooks	buffy.hooks@aspenps.org

Non-discriminatory Policy: *Aspen Public Schools does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, pregnancy status, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. We value every person.*

Aspen Public Schools Mission Statement

*Our **Mission**: Transforming the community by developing exceptional leaders.*

Aspen Public Schools Vision Statement

*Our **Vision**: We envision a greater quality of life in Fresno, where all families have access to opportunities and contribute to their communities.*

About Aspen Public Schools

Aspen Public Schools, a non-profit 501(c)3 organization, operates three public charter schools in Fresno, California. The mission of Aspen is to transform the community by developing exceptional leaders. The overall vision leads to a greater quality of life for all people in Fresno, regardless of race or economic status. To deliver on this mission and vision, Aspen is focused on the promise of equal educational opportunity for all children. Aspen currently educates students in historically underserved neighborhoods, with roughly 80% of our students identifying as Black and Latino.

Beyond our students and schools, Aspen's schools have applied for Community Schools designation as an engaged partner in the Fresno community. We are involved in the larger conversation about how to improve public education and student achievement for all.

Aspen's approach to teaching and learning strives to enable every student to succeed at the highest levels.

This involves: Recruiting and developing successful teachers and school leaders who strategically use student data to drive instruction and leadership development; Creating a school culture where joy and belonging mark the student experience, with an emphasis on developing leadership that focuses students on college and their futures; Providing students with a grade-level curriculum, a facilitated learning environment that requires more student cognitive lift, and intense intervention if they struggle so that every child has a path to success.

GENERAL POLICIES AND PROCEDURES

ATTENDANCE

Call to clear absences within 72 hours

Absences

Classroom-Based Attendance Policy

It is the intent of the Governing Board ("Board") of Aspen Public Schools ("APS" or the "Charter School") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems.

Definitions

- *"Tardy"*: Aspen Public Schools starts at 8:00 am for Aspen Valley and Aspen Meadow and 8:30 am for Aspen Ridge. Students shall be classified as tardy if the student arrives after that time.
- *"Unexcused Absence"*: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- *"Truant"*: A student shall be classified as truant if the student is absent from school without a valid excuse for three (3) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days or tardy on one or more days shall again be deemed a truant. Such students shall be reported to the Site Director or designee.
- *"Habitual Truant"*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when

the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year or any combination thereof.

- *“Chronic Truant”*: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year from the date of enrollment to the current date.
- *“School Attendance Review Team (“SART”)*: The SART panel may be composed of the Site Director, Registrar, Chief Operating Officer, a designated teacher, and any applicable staff needed. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and the student’s family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After-school or Lunch detention program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school store privileges
 - g. Loss of school event privileges
 - h. Required remediation plan as set by the SART
 - i. Notification to the County District Attorney
 3. The SART panel may discuss other school placement options.
 4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom-Based Attendance

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, Dental, Optometric, or Chiropractic appointments:
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services for a member of the student's immediate family:
 - a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any other relative living in the student's household.
5. Participation in religious instruction or exercises as follows:
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat

zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

9. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
10. Attendance at the student's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
12. Authorized at the discretion of the Site Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
13. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
14. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
15. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
16. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
 - b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences at the discretion of a school administrator.

17. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Site Director or designee pursuant to uniform standards:

- a. Appearance in court.
- b. Observance of a holiday or ceremony of the pupil's religion.
- c. Attendance at religious retreats.
- d. Attendance at an employment conference.
- e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within an equal number of days of being absent. Work due at the end of the semester must be submitted within two days of the end of the term. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Please see full attendance policy under "Appendix A"

ARRIVAL AND DISMISSAL

The morning bell rings at 8:25 a.m. for Aspen Ridge Public School students to start walking into class.

Instruction will begin promptly at 8:30 a.m. Supervision is provided only during the school day starting at 7:45 a.m. Students arriving at 7:45 will be directed to the cafeteria, where they will stay until 8:00 when the rest of campus is open. Breakfast is served from 8:00 a.m. until the morning bell rings. Lunch will be served during the students' break.

Please schedule an appointment to meet with your child's teacher if you need to speak with them.

Please do not approach teachers without an appointment. Teachers are not available for walk-in appointments. If you have an urgent issue, report to the office and the receptionist will contact the teacher.

ARRIVAL AND PICK-UP PROCEDURES

Parking lot

Parents/guardians are not permitted to park in the spaces that are marked as **Staff Parking**. If a visitor parks in a staff parking stall, campus security will be called. Parking for parents/guardians is intended for parents who have a need to visit the office or come onto campus.

Please do not block the flow of traffic in the school parking lot at any time. In addition, do not block the entrances to the parking lots in order to drop off or pick up your child. **This applies even during rainy weather.** The handicapped parking spots are off-limits **at all times** unless you display the special parking placard in your windshield or license plate.

The rules to use the parking lot are as follows:

1. **The speed limit is 5 mph on campus.**
2. If you intend to park and enter the campus, you must park in a visitor's parking space. If no spaces are available, you must exit the parking lot and try again or use a different area to deliver/pick-up your students. *You may **not** stop in the parking lot to unload/load your students. Please use the loading zone only.*
3. Licenced student drivers will be able to access the public parking lot. This is first come first served. It is recommended that students follow basic safety procedures such as locking doors, removing valuables, etc. ARPS is not responsible or liable for any stolen or damaged property.

Morning Drop-Off

1. Drop-off: Monday-Friday at 7:45AM to 8:25AM
2. Have student(s) and backpacks ready when entering the loading zone.

3. Please pull all the way forward in the loading zone and drop off students before you enter the parking lot. Move forward when the vehicle in front of you moves forward. **(Please do not double park.)**
4. Do **NOT** park or leave your car unattended in the loading zone.
5. Security will be monitoring the loading zone and parking lot. Please follow instructions issued by security.

Afternoon Pick-Up

1. Pick-up: Monday – Thursday at 3:50 PM to 4:05 PM, Fridays at 1:10 PM to 1:25 PM
2. Drive into the loading zone.
3. Move forward as cars move forward in front of you.
4. You may not leave your vehicle unattended in the loading zone.
5. Parents and students cross the street only at designated crossing zones.
6. Eligible 11th/12th grade students may leave campus at their designated time after checking out with the School Resource Officer(s).

Your help in providing for the safety of Aspen Public School students is appreciated.

Please reference the parking lot map found at the back of this handbook

BICYCLES AT SCHOOL

Riding a bicycle at school is a privilege students may retain by observing the following safety regulations:

1. Bicycles should be locked individually while parked at school.
2. Bicycles should never be ridden on the school grounds. It is a violation of the City of Fresno Municipal Code.
3. Bicycle helmets must be worn while riding a bike (17 years old and younger).
4. Be an alert bicycle rider at all times and observe traffic regulations.
5. Riding bicycles in the front parking lot and hallways is prohibited for safety. If bicycles are ridden in this way, they will be picked up and kept in the office for return to parents only. Privileges may be lost if this is a constant problem.
6. Occasionally bicycles are vandalized or stolen. Bicycles, skateboards, and scooters are brought to school at the owner's risk. Police reports may be taken for vandalism and theft.
7. Skateboards, scooters, and bicycles may not be stored inside the school campus and need to be appropriately locked in designated areas.

Rollerblades, scooters, and skateboards may not be ridden on campus. This is also a violation of the Fresno Municipal Code.

DISMISSAL PROCEDURES

Dismissal times on **Monday-Thursday**: 3:55PM

Dismissal times on **Friday**: 1:00PM

BREAKFAST AND LUNCH PROGRAMS

ALL students will receive an income form. It is very important to ensure adequate federal funding that all forms are **filled out and returned by the first day of school**. Breakfast and lunch are provided at no cost to all students.

Lunch

School meals will be provided by Revolution Foods. You can look at their website at revolutionfoods.com. We know that being nourished with food is important to a child's attitude and attentiveness in class. A hungry child has difficulty learning or concentrating. If your child refuses to eat his school lunch please send a lunch from home. Food deliveries are to be held at families' own risk. School staff will not monitor food deliveries.

Breakfast

Breakfast is served on a daily basis beginning after the first learning period.

Academic School Calendars and Bell Schedules



Aspen Public Schools | 2025-2026 Academic Calendar

For up to date info:
valley.aspenps.org
meadow.aspenps.org
ridge.aspenps.org

***Important:**
Aspen Ridge 9th-12th begins on **8/14**
Aspen Ridge 7th-8th begins on **8/18**
Aspen Valley/Meadow begins on **8/18**

1	Holiday/No School
1	Not in session/No School
1	Normal day
1	Minimum Day
1	First/Last Day of School
1	Parent Conferences (no school)

Valley/Meadow: 175 Student Days

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Ridge 7th-8th Grades: 175 Student Days

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					10/12	

Ridge 9th-12th Grades: 177 Student Days

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						17

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						14

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						15

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						14

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						18

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						19

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						18

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						9

SEMESTER 1: 8/18/25 - 12/19/25

SEMESTER 2: 1/12/26 - 6/11/26

8/15/24 Board Approved

ARPS Events in Detail:

Mandatory Parent/Guardian Orientation

All parents and guardians of students in grades 7–12 are required to attend the annual Mandatory Parent/Guardian Orientation. This session provides essential information about school policies, academic expectations, safety procedures, and available resources to support student success. Orientation is an opportunity to meet school staff, learn about upcoming events, and ask questions to better understand how to partner with the school throughout the year. Attendance is crucial for building a strong home-school connection and ensuring that families are well-informed and prepared to support their students.

Personalized Learning Plan Conferences

Personalized Learning Plan (PLP) Conferences are scheduled meetings between students, parents or guardians, and school staff to discuss each student's academic progress, goals, and individualized learning needs. These conferences provide an opportunity to review course selections, address any challenges, and create or adjust plans to support student success and post-secondary readiness. Attendance by both the student and a parent or guardian is strongly encouraged to ensure collaboration and shared responsibility in the student's educational journey. PLP Conferences are held regularly throughout the school year, with specific dates communicated in advance.

Picture Day

Picture Day is scheduled annually for all students in grades 7–12 and is an important event for school records, student IDs, and yearbook photos. Students are encouraged to dress appropriately and follow the school's dress code, as these photos represent them throughout the school year. If a student is absent or unable to attend Picture Day, a Make-Up Day will be offered to ensure every student has the opportunity to be photographed. Specific dates and ordering information will be communicated in advance through school announcements, emails, and flyers sent home.

Recruitment Open Houses

Recruitment and Open House Days are important events designed to welcome prospective students and their families to our school community. During these days, visitors have the opportunity to tour the campus, meet teachers and staff, learn about academic programs, extracurricular activities, and student support services. Current students and families are encouraged to participate and share their experiences. These events help families make informed decisions about enrollment and provide a chance to connect with the school before the start of the academic year. Information about the date and schedule will be shared well in advance to allow for planning and attendance.

High School Workshops

Throughout the school year, a variety of high school workshops are offered to support students and families in planning for life after graduation. These workshops include Dual Enrollment Information Night, Senior Parent Night, Financial Aid Night, and sessions focused on completing applications for community colleges, California State Universities (CSU), and University of California (UC) schools. Each workshop is designed to provide up-to-date information, guidance, and resources to help students make informed decisions about their academic and career paths. Attendance is highly encouraged,

and families are welcome to participate alongside their students to ensure a well-supported transition from high school to post-secondary opportunities.

School Clubs

Clubs offer students in grades 7–12 the opportunity to explore interests, develop leadership skills, and build a sense of community outside the classroom. A variety of clubs are available, including academic, cultural, service, and special interest groups, and new clubs may be formed based on student interest with approval from school administration. Participation in clubs encourages teamwork, responsibility, and school involvement. Meetings are typically held during lunch or after school, and all students are encouraged to join. Club activities must follow school rules.

School Dances

School-sponsored dances are special events intended to provide safe, enjoyable social experiences for students throughout grades 7–12; middle school and high school have their separate dances. All students must follow school rules and demonstrate respectful behavior at all times. Students may be required to present a school ID for entry, and guests from outside the school must be pre-approved according to school policy. Appropriate attire is expected, and any student displaying disruptive or inappropriate conduct may be asked to leave and could face disciplinary action.

Award Ceremonies

Semi-Annual Award Ceremonies are held twice each school year to recognize and celebrate student achievements in academics, citizenship, attendance, and extracurricular involvement. These events highlight the hard work and dedication of students across all grade levels, 7–12, and serve to inspire continued excellence. Awards may include honor roll, department recognition, leadership, and special accomplishments. Families are invited to attend and support their students during these celebrations. Students are expected to dress neatly and represent themselves and the school with pride and respect during the ceremonies.

Student Led 8th Grade Promotion

8th Grade Promotion is a student-led ceremony that celebrates the completion of middle school and the transition to high school. This event provides students with the opportunity to reflect on their achievements, share their experiences, and demonstrate leadership by planning and participating in the program. Promotion may include student speeches, performances, and presentations. While it is a formal recognition of students' efforts, it is not a graduation and should be viewed as a milestone within their educational journey. Families are welcome to attend.

Graduation

High School Graduation is a formal ceremony that marks the successful completion of a student's academic requirements and their transition beyond high school. Participation in graduation is a privilege, not a right, and students must meet all academic, attendance, and behavioral requirements to be eligible. The ceremony is a dignified event that celebrates student achievement and is conducted with respect and decorum. Graduates are expected to wear school-approved caps and gowns and follow all guidelines related to conduct and attire. Families and guests are encouraged to attend and support their graduates during this meaningful milestone.

Aspen Ridge Public School Bell Schedule

Office Hours: Mondays - Thursdays 4:00pm - 4:30pm

Mondays: History | Tuesdays: Science | Wednesdays: Math | Thursdays: English

Monday - Thursday Schedule (Regular Day Schedule)

Advisory	08:30am - 08:55am	(25 minutes)
Period 1	08:58am - 09:48am	(50 minutes)
Period 2	09:51am - 10:41am	(50 minutes)
Period 3	10:44am - 11:34am	(50 minutes)
HS Period 4/MS Lunch	11:37am - 12:27pm	(50 minutes)
MS Period 4/HS Lunch	12:27pm - 01:17pm	(50 minutes)
Period 5	01:20pm - 02:10pm	(50 minutes)
Period 6	02:13pm - 03:03pm	(50 minutes)
Period 7	03:06pm - 03:55pm	(49 minutes)

Friday Schedule (Early Release Schedule)

Period 1	08:30am - 09:04am	(34 minutes)
Period 2	09:07am - 09:41am	(34 minutes)
Period 3	09:44am - 10:19am	(35 minutes)
Break	10:19pm - 10:34am	(15 minutes)
Period 4	10:34am - 11:09am	(35 minutes)
Period 5	11:12am - 11:46am	(34 minutes)
Period 6	11:49am - 12:23pm	(34 minutes)
Period 7	12:26pm - 1:00pm	(34 minutes)

Finals Schedule

Middle School:

MS Finals Schedule					
Time	Minutes	Monday	Tuesday	Wednesday	Thursday MS
08:30am - 08:55am	(25 minutes)	Advisory	Advisory	Advisory	Advisory
08:58am - 09:48am	(50 minutes)	Period 1	Period 1 Final	Period 4 Final	Awards Assembly (report back to advisory if done early)
09:51am - 10:41am	(50 minutes)	Period 2			
10:44am - 11:34am	(50 minutes)	Period 3	Period 2 Final	Period 5 Final	Period 1
11:37am - 12:27pm	(50 minutes)	MS Lunch	MS Lunch	MS Lunch	MS Lunch
12:27pm - 01:17pm	(50 minutes)	Period 4	period 2 final	Period 5 Final	Period 2
01:20pm - 02:10pm	(50 minutes)	Period 5	Period 3 Final	Period 6 Final	Period 3
02:13pm - 03:03pm	(50 minutes)	Period 6			Free Period
03:06pm - 03:55pm	(49 minutes)	Period 7	Period 7 Final	Period 7 Final	
	8th Friday Schedule (Early Release Schedule)				
	Advisory	8:30-9:04 am	(34 minutes)		
	Period 2	09:07am - 09:41am	(34 minutes)		
	Period 3	09:44am - 10:19am	(35 minutes)		
	Break	10:19pm - 10:34am	(15 minutes)		
	Period 4	10:34am - 11:09am	(35 minutes)		
	Period 5	11:12am - 11:46am	(34 minutes)		
	Period 6	11:49am - 12:23pm	(34 minutes)		

High School:

HS Finals Schedule					
Time	Minutes	Monday	Tuesday	Wednesday	Thursday MS
08:30am - 08:55am	(25 minutes)	Advisory	Advisory	Advisory	Advisory
08:58am - 09:48am	(50 minutes)	Period 1	Period 1 Final	Period 4 Final	Awards Assembly (report back to advisory if done early)
09:51am - 10:41am	(50 minutes)	Period 2			
10:44am - 11:34am	(50 minutes)	Period 3	Period 2 Final	Period 5 Final	period 1
11:37am - 12:27pm	(50 minutes)	Period 4			period 2
12:27pm - 01:17pm	(50 minutes)	HS Lunch	HS Lunch	HS Lunch	HS lunch
01:20pm - 02:10pm	(50 minutes)	Period 5	Period 3 Final	Period 6 Final	Period 3
02:13pm - 03:03pm	(50 minutes)	Period 6			Free Period
03:06pm - 03:55pm	(49 minutes)	Period 7	Period 7 Final	Period 7 Final	
	Friday Schedule (Early Release Schedule)				
	Period 1	08:30am - 09:04am	(34 minutes)		
	Period 2	09:07am - 09:41am	(34 minutes)		
	Period 3	09:44am - 10:19am	(35 minutes)		
	Break	10:19pm - 10:34am	(15 minutes)		
	Period 4	10:34am - 11:09am	(35 minutes)		
	Period 5	11:12am - 11:46am	(34 minutes)		
	Period 6	11:49am - 12:23pm	(34 minutes)		
	Period 7	12:26-1:00pm	(34 minutes)		

Operations and Involvement

PARENTAL INVOLVEMENT

Parent involvement is a valued and necessary part of the school program. Admission to ARPS requires a long-term commitment from both parents and students to the school's mission and vision, goals, policies and procedures. We see learning as a partnership between students, parents and the school.

Parents are encouraged to support their child's learning efforts by:

1. Maintaining regular contact with their high school teachers and counselors.
2. Assist and support the child's research projects.
3. Support the child's integration of college courses by assisting with monitoring their completion of assignments and being knowledgeable of their progress.
4. Attend parent/teacher or student led conferences and school events.
5. Participate in/attend Coffee with Principals, Parent Advisory Committee (PAC), and English Learner Advisory Committee (ELAC).
6. Provide an appropriate setting for learning.
7. **Follow all policies and procedures as stated in the handbook.**

COMMUNICATION

All official school communication will be sent via Parent Square, Email, mail, or by phone. It is essential that parents have access to all the above listed platforms. Access to Parent Square and at least one current email address on file be required for all parents.

Parents are able to access student information, grades, behavior, test scores, and attendance through the Infinite Campus Parent Portal.

FUNDRAISING

As a non-profit organization, fundraising is a critical component for the success of the instructional and extracurricular program at Aspen Public Schools. Most fundraisers are led by teachers or other staff. Oftentimes, the students also lead fundraisers. If you are interested, please contact the Site Director for more information.

PARENT VISITATIONS

Visits are allowed, but must be **scheduled with the teacher in advance** so that suggestions for appropriate times will make the visit as productive as possible. In the interest of safety, visitors must first check in at the front office and receive a pass. However, to ensure students are not distracted during class time, we require visitors to sit and observe quietly unless pre-arranged. Please do not

walk around the room or talk to students or teachers during the visit. **Please turn cell phones off.** If you need to talk to your student's teacher or have any comments or concerns, please schedule an appointment in advance. Please do not interrupt the teachers during regular instructional time.

ALL VISITORS MUST CHECK IN AT THE OFFICE UPON ARRIVAL AT SCHOOL AND PRIOR TO VISITING A CLASSROOM. Please bring identification at this time. All visitors will have their identification scanned into the security kiosk and will receive a name badge that must be worn on campus.

Parent Light House team

Parents are invited to join our parent light house team. The team aims to help promote R.A.V.E.N values on campus through planning and execution of family events, fundraisers, and cultural events on campus. This is a one year commitment. The team will meet at a minimum of twice monthly with one meeting involving LCAP training and communication. See volunteer handbook(Appendix B) for more information and interest form.

DONATIONS

Donations may be made to Aspen Public Schools, Incorporated, a non-profit organization. A tax ID is available upon donation. Contact the school office for details. There is also a "Donate" button located on the school website.

EMERGENCY CONTACTS

Every student must have a current emergency contact form on file. This is extremely important in the event of an emergency at school. Please fill out the form completely. Besides a parent or guardian, it is imperative that you list at least two additional contacts for each child. Example: The name and phone numbers of a relative or neighbor who can take responsibility for your child in case of an emergency. If no one on your child's emergency contact list can be reached, and your child needs to be sent home, Child Protective Services or the Fresno Police Department will be contacted immediately. We will need at least four adults who may be given the responsibility of picking up your child from school. They must show ID to the office staff if they will be picking up your child. Students will NOT be released to anyone not listed on the emergency card. It is your responsibility to keep your contact information, including phone numbers and addresses.

Parents must give the office copies of any legal documents that explain special circumstances regarding custody, visitations rights, etc. Always make sure to notify the office if there are any changes in your legal paperwork. All parents will be given equal rights for information about their children, to

take the student from school during the day, or regarding any other parent rights UNLESS you provide documentation that instructs the school otherwise. One set of communication will be sent home from Aspen with each student.

If emergency medical or dental treatment is needed and you cannot be reached, 911 will be called. The school cannot assume responsibility for the payment of medical fees incurred.

EMERGENCY DRILLS

Regular emergency evacuation drills are conducted at the direction of school staff. When a fire alarm sounds, students must evacuate the school quickly in an orderly fashion. At the direction of staff, students must follow evacuation routes noted on diagrams posted throughout the school. Students must follow all staff directions regarding lock-down and movement to other locations or to return to classrooms.

In the event of the need to lockdown the facility, the security officer on duty will communicate, when necessary, with local authorities. The lockdown is maintained until an “all clear” code is called over the intercom. Lockdown practice drills will be held each quarter. The school will send out communication to families regarding lockdowns or emergencies. Please refer to this communication and be advised that no parents or visitors will be allowed on campus until the lockdown is lifted.

If an emergency should take place that requires the students to be dismissed early, parents and guardians will be notified with instructions by way of a Parent Square phone call. The phone call will inform parents and guardians where to pick up their child. In most cases, the teachers will wait with the students by the gate; however, if the administration determines that students should be kept safe inside, students may be kept in the classroom or gymnasium until the parent or guardian arrives.

SHORT-TERM INDEPENDENT STUDY

If your child is going to be away from school for two or more days for reasons other than illness, the student should be placed on an Independent Study Contract to maintain their attendance. Please notify your child’s teacher *and* the school office **at least 24 hours in advance** to plan this contract.

The Independent Study Contract allows students to have excused absences for the time that they are away from school for up to 14 school days in total. **Independent study days do not count toward perfect attendance awards. Only students who attend class at the school site are eligible for the award.**

The contract is to be prepared in advance of the time away from school, and must be signed by the teacher, parent, student, and the student’s special education teacher, if applicable. The completed contract assignments are due on the day the student returns to school. Only work accurately and completely done will count toward the student’s grades. Students who do not complete the contract

assignments during their absence will not receive academic credit, may result in lower grades on their report card and will affect their attendance record. In addition, students who do not complete the contract assignments during their absence may not be granted future independent study requests.

LOST AND FOUND

Many articles become lost or are left unclaimed during the course of the year. It helps if personal belongings are marked so that your child can identify his/her articles easily. Lost and Found items may be claimed in the lost and found bins behind the office. Please check in first. Due to high volume of lost and found, each month unclaimed items will be given to a charitable organization.

LUNCH OFF CAMPUS

Students are required to eat lunch at school (on Aspen campus or at Fresno City College while on campus for classes).

No adult may take a student off campus for lunch unless they are the student's legal parent/guardian. If a parent or guardian wishes to take their own child to lunch, they should check-in with the office using the normal sign-out and sign-in procedures. We ask parents to have their child back to school at the end of their normal lunch period.

Lunch orders/deliveries are done at the families' own expense and risk. School staff will not monitor deliveries. These lunch orders must be placed and delivered during the students' designated lunch period. If lunch deliveries arrive after the designated lunch period, the food will be stored in the office and students will be able to eat it during break or after school. Food will not be allowed into the classrooms and students will not be permitted to miss class in order to eat a lunch delivered outside of the lunch period. As a reminder, students always have access to the school provided lunch during their designated lunch period.

COMPLAINTS PROCEDURE

All complaints should be made through Aspen Public School's **general complaint policy, Title IX Policy, or uniform complaint procedure**. Paperwork and information is available in the school office and on the school website. Every effort should be made to resolve a complaint at the earliest possible stage.

Please follow the below complaint procedure if a concern arises:

- Whenever possible, the complainant should request an appointment with the person(s) involved in order to resolve concerns.

- If you feel that the situation has not been resolved, or for a general complaint, please contact the Aspen office to obtain a complaint form. An administrator will investigate the complaint and follow up with you.
- After a meeting with the site director or designee, if you still feel that the situation has not been resolved you may request to appear before the Aspen Board of Directors. Please try to resolve any complaints with the school site administration first.

Fresno Unified School District does not respond to complaints against ARPS. They are a separate school district and will refer you back to our complaint procedures. The “General Complaint” form must be completed if filing a formal complaint. You may pick up a form at the school office or at the school’s website.

How to access the General Complaint form on the school website:

1. Go to: (ARPS website) ridge.aspenps.org, or aspenps.org
2. Click on the “Parents” tab at the top of the homepage
3. Click on “Forms”
4. Click on “General Complaint Form”

Fill out the form and submit it to the school office.

WITHDRAWAL FROM AN ASPEN PUBLIC SCHOOL

If you decide to move from an Aspen Public School to another school, please notify our office that you are withdrawing your child, and your reason for doing so. Not only does this help in our record keeping, but also allows us to give you the information that you will need in order to enroll at the new school. If possible, please give us at least a 3-day notice. Aspen Public Schools will notify the student’s district of residence of the student’s withdrawal within thirty (30) days.

PERSONAL POSSESSIONS

We discourage students from bringing personal possessions or extra money to school unless requested or authorized to do so by the teacher. Any personal items brought on campus is done so at the students’ own risk of potentially being lost or stolen. If they become distractions, teachers may take items and withhold them until the end of class. The school cannot assume responsibility for personal or unnecessary items brought to school.

Cell phones and other electronic devices are not allowed to be used during the instructional periods unless the teacher has approved. If a student has a cell phone for emergency reasons, it must be kept in their backpack, turned off, and not taken out until the student is out of class. Teachers may reserve the right to collect cell phones in a basket until the end of the learning period. If a cell phone is used at an inappropriate time during class, the teacher may confiscate it until the end of the day. However, on occasion, teachers may permit students to use their cell phones for special classroom activities.

STUDENT SUPPLIES

Some basic school supplies are provided at school. However, donated supplies and additional items are helpful and greatly appreciated. Backpacks are helpful (but not required), as it helps their organization and success at school. Please check the Aspen Public Schools website or with the classroom teacher for a wish list of supplies and suggested donation items.

Teachers may provide a list of suggested supplies that would be helpful for the start of the school year. These items are greatly appreciated by our school, but are not required as donations.

The students will be issued computers and chargers to care for. Students are responsible for caring for these devices, as the improper care of them may lead to not being issued another one. Students are required to bring their computer to school with them every day. Computers must be charged at home each night to ensure students arrive at school ready to learn and engage in classroom activities. Please see behavior matrix for technology misuse consequences. See Computer contract Appendix C

Students will also receive a school planner that they are expected to keep and maintain throughout the school year. Students are required to bring their planners with them each day. If a student loses his/her/their planner, they must request a replacement planner from the front office. A replacement planner will be issued, but may require a student to use PBIS points as payment.

CLASSROOM CULTURE POLICY

All classrooms support the school-wide culture plan. The classroom plans provide systems that give each student the opportunity to make positive choices and to “make things right” when poor choices have been made. Each child is in charge of the type of interactions he/she has with the teacher and classmates. Teachers will go over classroom expectations with students during the first week of school, and work to maintain these expectations throughout the year.

It is important that you understand and support the teacher in their decisions when working with your child.

Website

Visit the Aspen Public School website regularly for information such as: Calendar of events, classroom pages, supply lists, fundraising dates, employment, dress code, etc. It is a great way to stay informed! Aspen Public Schools Charter Management Site <https://www.aspenps.org>
ARPS TBD

STUDENT SAFETY AND DISCIPLINE

HEALTH OFFICE

The Health Office is managed by an RN/LVN trained in First Aid and CPR. Every effort will be made to contact parents or guardians regarding an injury or illness. Due to the number of students seen in the Health Office, phone calls will be made in the case of a serious concern.

FEVER POLICY

Our school district recognizes **elevated body temperatures as 99.7 or higher**. Any student with a 99.7 F body temperature will be sent home. **We have a 24-hour fever-free policy.** A student may return to school when the fever is gone for 24 hours, without administering medication.

MEDICATIONS AT SCHOOL

All medications including prescription and over-the-counter, **must have a written statement from a parent or guardian authorizing the school to administer medicine and a written statement from the student's authorized health care provider detailing the following**

- a.) Current California authorized health care provider's name and contact information
- b.) Parent/guardian signature
- c.) Medication, dose, method and time to administer
- d.) Student name

Medication must be delivered to the school by the parent/guardian, or adult designee in the original container with a pharmacy label. Over-the-counter medication must be in the original container.

For the safety and health of everyone, students **may not carry** a prescription or nonprescription medicine such as cough drops or throat lozenges in their pockets or backpack. School regulations require that all medications, whether prescription or nonprescription be kept in a locked cabinet. If a Medication Order specifies that a student is authorized to carry, the office requests that the student administer the medication in the Health Office.

The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

FOOD ALLERGIES

If your child has an allergic reaction to certain foods, please contact the health office immediately with a document signed by his/her doctor. A "**Special Meals Accommodation Form**" must be completed by your child's physician. The nurse will inform the cafeteria and all the staff involved.

LICE OR NITS

If your child has active lice they will be sent home. If your child has lice eggs (nits), a notice will be sent home to treat the student for lice. After they have been treated at home with the proper medication

and every egg and lice is removed they will be admitted back to school. They are expected to return immediately on removal of lice/nits. Students are only excused for 1 day.

Please make sure there are no eggs visible in the hair when they return. ***Your child must be cleared by the school nurse before being admitted back to class.***

AIR QUALITY

ARPS receives daily updates on air quality from the San Joaquin Valley Air Pollution Control District. Once this information is received, if air quality is deemed unhealthy, we will inform teachers to limit afternoon strenuous outdoor activities, including Physical Education.

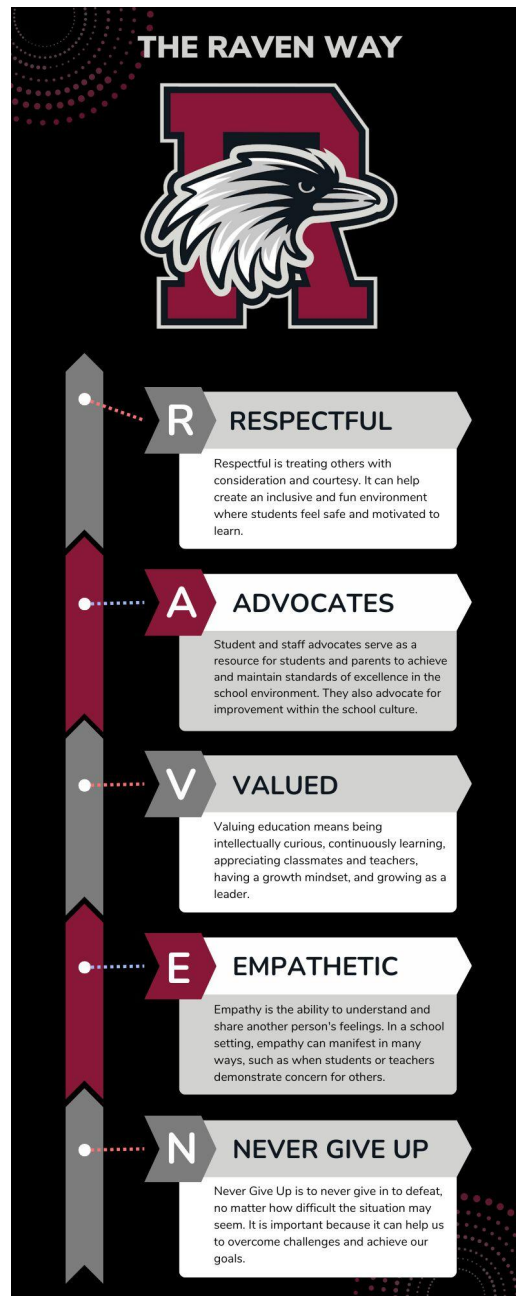
Bag Search Policy and Protocol

Bag searches will be done when there has been a report of or there is reasonable suspicion of students having unsafe items that include drugs, weapons, and other banned items, and there is probable cause to substantiate the report. IE, multiple reports, students have been found with previous items, or there are witnesses to the item in question. If vaping/smoking is suspected, all students involved will be searched (i.e., all students in the bathroom or space at the time).

- The admin will notify the SRO lead about the bag search.
- The admin will collect the students and walk them over to the SRO office to be searched.
- SRO will turn on the body cam and start to administer the search following their protocols
- Admin will always remain present during search(if the search is on a female student, a female staff member must be present)
- SRO will only give directions that relate to the search
- The admin will notify parents by phone immediately after the search and document it in Infinite Campus under the contact log and also under a behavior referral if any contraband is found.
- If contraband is found and is in violation of the code, proceed to suspension protocols.

SCHOOL-WIDE STUDENT AND PARENT NORMS

We believe that each student has a right to learn, and that each teacher has a right to teach. Aspen strives to create a healthy, proactive culture that promotes personal and academic growth among the students. In an effort to maintain this culture, we use the following school-wide norms (The R.A.V.E.N Way) as guiding principles:



Students who fail to comply with our R.A.V.E.N way expectations will be given the opportunity to adhere to them as shown in the following tabel. If this is unsuccessful, then administrators will progress to our disciplinary matrix found in Appendix D

STUDENT FACING			
Behavior Management Flowchart			
Step 1	Step 2	Referral	Admin Intervention
Polite Reminder	Warning	Triple Promise (Parent Contact, Detention, & Referral)	Admin Will Pull You

The Raven Way For Each Student Space

	Respect	Advocates	Valued	Empathy	Never Give Up
Classroom	- Listen when others are speaking - Clean up after yourself - Follow Expectations - Respect technology	- Speak up against bullying - Ask for help - Speak up for others - Active group participation	- Respectful language - Celebrate diversity - Celebrate success - Value materials and time - Maintain positive culture	- Help others - Helping peers stay on track - Be kind	- Communicate with teachers - Engage, even when it's challenging - Utilize resources - Growth mindset
Hallways	- Move Counter Clockwise - Walk - No Pushing - Keep Pathway Clear	- See something say something - Do what is right	- Use proper language - Take care of school property - Treat everyone nicely	- Being patient - Help those in need - Be on time - Don't block paths	- Be on time - Walk with purpose
Cafeteria	- Clean up after yourself - Wait your turn - Seated at all times, or	- Notify an adult of spills or messes - See something say	- Say please and thank you to the staff - Push-in chairs and	Help others carry their food	Be patient

	Respect	Advocates	Valued	Empathy	Never Give Up
	- move outside - Use your manners	something	bus tables		
Outdoor Areas	- Use proper exits/entrances - Clean up your area - Stay in appropriate areas - Respect school property - Use appropriate language	- See something Say something - Ask for help when needed - Invite others to join you	- Respectful language - Good Sportsmanship - Include everyone in activities	- Treat pedestrians with kindness - Give space to people when needed	- If sports/activities are challenging push through it - Push out of your comfort zone - Expand your social group
Restrooms	- Wash your hands - Clean up after yourself - Respect privacy - Leave when you are done	- Notify an adult of a mess - Ask the teacher before using the restroom - Notify an adult if a student needs help	Value time in class, go when it's appropriate	Be mindful of others needing to go	- Always use the SMART pass - Come right back to class

DRESS CODE

All students must follow the Aspen Public Schools Dress Code **every day, without exception**. Aspen is focused on academics, social and emotional skills and leadership; therefore, students are expected to follow the required dress code.

I. GOALS OF A STUDENT DRESS CODE

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as biology (eye or body protection), or P.E. (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear religious attire without fear, discipline or discrimination.
- Prevent students from wearing attire with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence, or the use of alcohol or drugs, or gang affiliation.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

I. DRESS CODE POLICY

The primary responsibility for a student's attire resides with the student and parents or guardians. Aspen Ridge Public School is responsible for seeing that students' attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

- **Basic Principle: Certain body parts must be covered for *all* students**

Clothes must be worn in a way that genitals, buttocks, torsos and nipples are always covered with opaque material. Intimate apparel, such as underwear (including as a result of sagging) and bras, must be covered. Halter tops, off-the-shoulder or low-cut tops, and bare midriffs are prohibited.

- **Students MUST Wear***
 - Shirt or dress

- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: activity specific shoes are permitted

*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress.

- **Students MAY Wear**

- Hats, including religious headwear
- Hoodie sweatshirts. Hoods must be removed inside the classroom.
- Fitted pants, including leggings, yoga pants, and “skinny jeans”
- Ripped jeans, as long as rips are not above finger tip length and underwear and/or buttocks is not exposed
- Shorts/skirts as long as they pass the student's fingertip length.
- Tank tops, as long as undergarments and midriff are covered
- Athletic attire
- Clothing with commercial and athletic logos, provided they do not violate any items listed below
- Open-toed shoes (but must have closed toed/tennis shoes for P.E.)

- **Students CANNOT Wear**

- Apparel or accessories with violent language or images
- Apparel, accessories or colors that are known to be gang affiliated (i.e. Bulldog attire)
- Images or language depicting alcohol or drugs, (i.e. Cookies) (or any illegal item or activity, or the use of the same)
- Hate speech, profanity, or pornography
- Images or language that creates a hostile or intimidating environment based on any protected class
- Visible underwear or bare midriff
- Ripped pants with holes above finger-tip length.
- Bathing suits
- Helmets, headgear, or paint that obscures the face (except as religious observance or medical need)

- **Dress Expectations For PE**

- During 7th - 10th grade, the students will take part in PE. The students should wear clothing that allows them to participate in athletic activities. Students should bring or come dressed in:
 - Athletic type shoes (closed in front and back)
 - Athletic pants/shorts and tops that allow for movement

- **Grooming**

- Students may wear hairstyles of student and parent choice
 - For those courses where long hair may pose a safety risk, such as a science lab with an open flame, hair must be securely bound behind the head, consistent with guidelines established by the teacher.

*Please see attached discipline matrix for dress code violation consequences.

Graduated Discipline Plan

APS, Inc. believes that students learn best in an environment of clear expectations about behavioral and community norms that allow them to feel safe and nurtured. In order to maintain a positive learning community, APS, Inc. has developed a comprehensive set of student discipline policies which in many respects are consistent with California Education Code Section 48900's requirements for school districts. APS, Inc. has developed its own specific procedures for student suspension and expulsion.

The Discipline, Suspension and Expulsion Policy ("Policy") has been established to align in most material respects with Education Code Section 48900. ARPS staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Minor Infractions

Each incident is addressed individually, though previous activities may be taken into account in order to determine the severity of the discipline assigned. Minor discipline is first addressed in the classroom by the teacher. Repeated minor discipline offenses and/or major discipline offenses will be addressed with a meeting between the student and the Site Director or his/her designee. Following this meeting, several actions may occur, including but not limited to:

- Warning, both verbal and written
- Loss of privileges (e.g. extra-curricular activities).
 - Student(s) may be placed on the Non-Privileged list per the discipline matrix. Suspensions automatically place a student's name on the list. The list will be re-evaluated each quarter.

- Notices to parents by telephone or letter
- Request for parent conference (including teachers, counselors, or administrators)
- Behavior contract
- Detention
- Friday School
- Suspension (including in-school suspensions)
- Expulsion

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

Major Ed. Code Infractions

Grounds for In-School Suspension, Out-Of-School Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

Discretionary Suspendable/Expellable Offenses: Students may be suspended or recommended for expulsion for offenses included, but not limited to:

- Caused or attempted to cause physical injury to another person
- Violence
- Use or possession of drugs or alcohol (including tobacco)
- Theft
- Habitual profanity or vulgarity
- Possession of weapon or firearm.
- Sexual harassment or assault
- Making threats to commit a crime, including injury or death to another person
- Verbal and/or physical act of hate
- Bullying
- Defiance or disruption of the learning environment

Non-Discretionary Suspendable/Expellable Offenses: Students *must* be suspended and/or recommended

for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault
- Possession of an explosive

*Please see the full discipline matrix for more information on disciplinary actions.

TAKING CARE OF OUR SCHOOL

We need our school community's help in maintaining our beautiful facility and would like for you to join us in this effort.

If you are using the facilities during after school hours, on weekends, or just passing by and you notice something that seems suspicious, please take action. Call the Fresno Police Department at 498-1414 to report your concern.

Food and drinks, other than water will not be allowed in the classrooms. Students are asked to eat and drink snacks during passing periods, breaks, or at lunch. This policy will help us keep our school clean, while also respecting our classrooms as learning environments with reduced distractions.

CELLPHONE USE

Office telephones may be used by students only in the case of an emergency. The students are free to use their personal cell phones at appropriate times of the day for emergencies. Parents and students are to make all arrangements regarding after school before leaving for school in the morning. Students wanting to make phone calls to parents are made only on an as needed basis as determined by school personnel.

Phone Policy and Protocol

All classrooms will use a light system to communicate with students about acceptable phone use.

Green = phones can be out and used

Yellow = no phones out but earphones for listening to music is acceptable

Red = no phone use and no headphones in

Offense	1st Offense	2nd Offense	3rd Offense	4th Offense
Cell Phone Electronic Devices	Warning and chance to turn off and in bag	Turned into the office/taken by the administrator. Pick up at the end of the day Possible LD	Taken by the administrator and the parent must pick it up at the end of the day Possible extracurricular ineligibility for up to 4 weeks Possible Multiple days of LD	The student will turn in the phone to an administrator for the remainder of the year and picked up at the end of the day. Possible extracurricular ineligibility for up to 4 weeks

Teachers will first contact SRO or aides to collect phones. If a student refuses admin will be called. Once collected the registrar will hold on to the phone until the end of the day.

Repeated offenses will result in an individual cell phone behavioral contract and/or may lose all cell phone privileges at school. Please see the discipline matrix for more information on cell phone misuse consequences.

Students who are on cell phones or other electronics are not fully engaged in learning. In order to preserve the teaching and learning environment, this policy is to clarify the cell phone/electronic devices policy for Aspen Ridge Public School. The policy is:

Students may use their cell phone at breaks or lunch—but must keep the ring on silent. Students may only have access to devices that belong to them. Using a device that belongs to another student is prohibited, even if permission is granted. ARPS is not responsible for damaged, stolen, or lost personal devices.

Cell phones and all functions within the cell phone (e.g. cameras and all other applications) are prohibited in the following areas unless expressly permitted by a staff member for educational purposes: Classrooms during the school day, Science Labs, Restrooms, all Physical Education Areas and all School Office Areas.

The respectful, non-disruptive use of cell phones is permitted in the school cafeteria during lunch period and any other school area except those listed above. As soon as the threshold of

the classroom or any prohibited area is crossed, during the school day, cell phones need to be put away (handed in grades 7/8) and made undetectable (i.e., silenced without vibration). Violation of the cell phone rule as stated above will result in the confiscation of the device according to the following ladder of disciplinary action:

Moving around campus

Students are expected to use the smart pass system while moving around campus. The Smart pass system allows students to create an electronic that can track where they are heading and how long they have been out of the classroom. It is vital that students use the system to ensure that every student is accounted for during any emergency situations. Student will need to obtain permission to start a pass and leave the room before a student leaves the classroom. The smart pass system will allow students to make a pass 15 minutes after the beginning bell or 15 minutes before the dismissal bell. Students are allotted 3 passes to the restroom or to get water throughout the day in addition to passing periods and breaks.

If a student misuses the pass system or is constantly over their pass limit, administration will escalate to the discipline matrix, which can result in your student receiving lunch detention, Friday schools, and referrals.

Student Activities

Non privileged list

Students who are placed on the nonprivilege list **are not allowed to participate in extracurricular activities** that include but are not limited to:

- Field trips
- Dances
- Promotions and graduation
- Sporting events
- Sports teams

Students will be put on the non privileged list if any of the following criteria are met:

- Student is suspended
- Student has received 5 or more referrals
- Student is on a behavior contract
- Students have fallen below the academic standard of a 2.0 GPA

Students will be able to move off of the non privilege list at the beginning of each new quarter, a behavior contract is successfully met, students obtain a GPA of 2.0 or higher, or when administration deems it fitting.

FIELD TRIPS

Field trips and off-campus activities are scheduled to supplement and enrich the curriculum covered in the classrooms. All students participating in a field trip must have written permission from a parent or guardian. Students may be prohibited from attending a field trip based on negative choices concerning leadership and/or academics that results in their name on the non-privileged list(see above). All Aspen Public School standard rules of conduct presented in this handbook will be observed. Administration will ask that students who present a safety concern not attend the fieldtrips if a contract is not agreed upon before hand by administration and parents.

Parent volunteers are always welcome to assist during study trips if space allows. If you choose to participate as a chaperone, your child's teacher will notify you about how to apply as a volunteer. **NO SIBLINGS or other children will be allowed to attend field trips.**

No student will be denied access to field trips based upon an inability to provide funding for the trip.

MENTORS

All Aspen Ridge students are assigned a mentor each year of their enrollment. The student will work with a mentor for the entirety of their school experience at Aspen Ridge. Throughout the year, the mentor will meet with the students 1x monthly and will be the lead connection between the student, family, and school. Parents are welcomed to utilize their students' mentor as the first point of contact for academic questions or concerns.

CLASS CELEBRATIONS

There are a limited number of classroom celebrations planned throughout the year through the classroom teacher.

Birthday celebrations: In order to maintain a healthy food commitment, we will **not** be celebrating birthdays with food in classrooms.

Also, to avoid hurt feelings of uninvited students, individual invitations to private parties at home should be either mailed or distributed *after* school hours *off campus*. No parties may begin or end on the school campus, including limousines, or private vehicles transporting students to or from campus.

SENDING GIFTS TO STUDENTS AT SCHOOL

We have a genuine concern for the protection of the educational environment of our classrooms, and because of the disruption that this can cause please do not have balloons, flowers, or other gifts delivered to individual students while at school.

8th GRADE PROMOTION REQUIREMENTS

Students who would like to participate in 8th grade promotion must meet the following criteria:

- Not be on the non privileged list during the 4th quarter which starts in March

- Not be on a behavior contract
- Have passing grades of a C or better
- Have an attendance rate of 90% or more (no more than 14 days absence both excused and unexcused)

SENIOR EVENTS AND PARTICIPATION

Aspen Ridge Public School is committed to providing meaningful opportunities for seniors to create lasting memories while maintaining the standards of academic and behavioral excellence expected of all students. At Aspen Ridge, seniors (12th grade) will have the opportunity to participate in exclusive, senior-specific activities. These activities include, but are not limited to, specialized field trips, award ceremonies, and last week of school activities. Participation in these activities is a privilege and students on the non-privileged list will not be allowed to participate.

Senior Events:

Throughout the year, seniors have access to a variety of events including but not limited to:

- **Senior Sunrise and Senior Class Meeting:** A special assembly marking the beginning of the senior year, highlighting key dates and expectations.
- **Senior Trip:** An optional event focused on team-building and reflection, typically held later in the year.
- **Senior Prom:** A formal event celebrating the nearing end of high school, typically held in the spring.
- **Senior Awards Night:** A ceremony recognizing academic achievements, leadership, and community service. In the past, this event has been integrated into Graduation.
- **Graduation Rehearsal and Ceremony:** Mandatory practice and the final formal event honoring graduates.

Participation Requirements:

To be eligible to participate in senior events and the graduation ceremony, students must meet the following criteria:

- **Academic Standing:** Students must be on track to complete all graduation requirements by the end of the school year.
- **Behavioral Expectations:** Students must adhere to Aspen Ridge's code of conduct. Serious disciplinary issues may result in ineligibility for senior events or graduation.

- **Attendance:** Consistent 90% attendance is required, especially during the final semester.
- **Event-Specific Rules:** Some events may have additional requirements (e.g., ticket purchase, dress code adherence, parent permission forms).

Failure to meet these requirements may result in loss of participation privileges.

Graduation Ceremony:

Graduation marks the successful completion of a student's journey through Aspen Ridge Public School. Details include:

- **Date and Location:** The ceremony is typically held in a variety of locations based on community partnerships. Graduation is typically held on the last day of school at 7:00 PM; doors open at 6:30 PM
- **Graduation Attire:** Graduates are required to wear the designated cap and gown.
- **Guest Policy:** Each graduate is typically allotted a set number of guest tickets to accommodate family and friends.
- **Graduation Speakers:** Selected students and faculty members will deliver speeches reflecting on the senior experience.
- **Diploma Distribution:** Diplomas are presented at the ceremony contingent on completion of all academic requirements.

Aspen Ridge Public School is proud to support its seniors and looks forward to celebrating their accomplishments. For detailed event schedules and updates, seniors and families should refer to communications from the senior advisor and school announcements.

Academic Requirements and Programs

Graduation Requirements

Our students will meet the California State minimum high school graduation requirements (if eligible for a diploma). The course work will be completed with the option to substitute college coursework for high school required courses. Unless otherwise specified, each course shall have a duration of one school year.

Current California State Minimum High School Requirements*:

- Three courses in [English](#)

- Two courses in [mathematics](#), including one year of Algebra I
- Two courses in [science](#), including biological and physical sciences
- Three courses in [social studies](#), including 1- United States history and geography; 2- world history, culture, and geography; 3- a one-semester course in American government and civics, and a one-semester course in economics
- One course in [visual or performing arts](#), [foreign language](#)
- Two courses in [physical education](#)

*Please note that these requirements may change based on adopted requirements. Please check <https://www.cde.ca.gov/ci/gs/hs/hsgmin.asp> for updated information.

YOUR FOUR YEAR PATH TO GRADUATION



1 Freshman/ 9th Grade

- 2yr Algebra 1A or Algebra 1
- Physical Education
- English 9
- Physical Science
- Ethnic Studies
- Dual Enrollment or Resource
- Elective

3 Junior/ 11th Grade

- Geometry or Elective
- English 11
- US History
- Dual Enrollment or Resource
- Dual Enrollment
- Elective or Visual Arts
- Elective

In order to graduate from Aspen Ridge you **MUST** have all graduation requirements completed with a "D" or better. We also have a **BIG Dual Enrollment** focus, so you will also take a Dual Enrollment class at some point. Dual Enrollment classes need to be passed with a "C" or better.

2

Sophomore/ 10th Grade

- 2 yr Algebra 1B or Geometry
- Physical Education
- English 10
- Biology
- World History
- Dual Enrollment or Resource
- Elective

4 Senior/ 12th Grade

- English 12
- Civics/Economics
- Dual Enrollment or Resource
- Dual Enrollment
- Elective or Visual Arts
- Elective
- Elective

STUDENT PLACEMENT IN CLASSROOMS

The site director works in collaboration with the academic counselor to assign students to classes. Therefore, we do not accept parent requests for specific teachers. Careful

consideration and deliberate attention is given so that classes are balanced with respect to gender, achievement levels, and student needs.

Aspen Ridge believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. The Board of Directors of Aspen Ridge Public School recognizes that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, and engineering.

A student's ninth grade mathematics placement, in particular, is crucial to ensuring future educational success. The Board affirms that a fair, objective, and transparent mathematics placement policy that strictly limits the use of subjective criteria in placement decisions will result in an appropriate ninth grade mathematics student placement and will prevent mathematics misplacement, particularly for students of color.

The Site Director, Assistant Site Director, or designee shall work with teachers, counselors, and administrators to administer this policy to ensure Aspen Ridge students are placed in a mathematics course in compliance with applicable law. School staff shall implement this policy and placement practices uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or any other subjective or discriminatory consideration.

Mathematics course placement shall systematically take into consideration multiple objective academic measures that may include, but are not limited to:

- A standardized placement test that includes a mathematics component for incoming ninth graders;
- Objective measures, such as grades and assessment results from prior years; and
- Other objective indicators of student performance and proficiency in mathematics.

See full math placement policy in Appendix E

Grading Policies

Aspen Ridge follows a traditional grading policy on a 4.0 Scale. Grade will reflect test, assignments, homework, projects, participation and finals. For specific gradeing breakdowns reffer to individual teacher sylubus.

- A: 90-100%
- B: 80-89 %
- C: 70-79%
- D: 60-69%
- F: 50% or below

Grades are updated every 2 weeks and progress reports will be mailed home at the end of each quarter. Quarter grades will be used to determine award ceremonies. If there are any concerns about grading students and parents should follow these steps:

1. Look at the syllabus for the class
2. Email the teacher regarding your grading concerns.
3. Allow 3 days for the teacher or professor to respond.
4. If no response is received within 3 days or you feel like the problem was not addressed email the site or assistant site director. Again, it can take up to 2 weeks for any corrections to appear in the grade books.

Once the grading period has passed(each quarter) teachers do not have the ability to go back and edit grades, they will be final. So please follow the steps listed above as soon as there is a concern.

Finals

Finals are a major part of a students grade. See teachers individual syllabi for specifics on grade breakdown. Finals can only be taken in person. If other arrangements need to be made, the student must take the finals during or before finals if they will not be present. The deadline for arranging other times to take finals will be 2 weeks before the finals begin. No independent study will be allowed or given in place of finals. In case of emergencies or unforeseen circumstances, the Site Director will determine next steps based on a case by case basis.

Plagiarism

Plagiarism is not tolerated at aspen ridge

To clarify, we have given you examples of what this type of plagiarism looks like:

- **Plagiarism Looks Like:**
 - Giving someone answers on any assignment, test, or project.
 - Communicating related information to another student in any way during a test or exam.
 - Handing your work to someone else for them to use. Even if you didn't believe that it was their intention to copy you!

- Using an online language translator for a foreign language class
- Copying or passing off information on the internet without giving credit to the source.
- **Plagiarism Does Not Look Like:**
 - Helping a fellow student independently understand an assignment through working with them directly (and not showing them the answers!).
 - Working together on homework as long as each student independently understands the final work that they are turning in and writes all work in their own words.
 - Using a dictionary or thesaurus for reference.
 - Using information online and citing it with MLA format.

Students choosing to violate this key tenet of the school will be subject to the following consequences:

- **Cheating or Plagiarism:**
 - No credit on the assignment, parent meeting and possible suspension for repeated offenses.

USE OF ARTIFICIAL INTELLIGENCE (AI)

Scope

This policy applies to all students who use AI tools, including but not limited to generative AI (e.g., ChatGPT, DALL-E, Grammarly, and similar platforms), in both academic and extracurricular contexts.

Acceptable Use

Students may use AI tools for:

- Brainstorming and idea generation.
- Tutoring or explaining difficult concepts.
- Enhancing productivity (e.g., outlining essays, summarizing readings).
- Creative projects (e.g., art, music, storytelling) with attribution.
- Learning to code or debug, under supervision.

Unacceptable Use

The following uses of AI are strictly prohibited:

- Submitting AI-generated work as entirely original without acknowledgment.
- Using AI to bypass assignments (e.g., having AI write essays or solve test questions).
- Generating or spreading misinformation, deepfakes, or harmful content.
- Violating copyright or intellectual property rights using AI-generated media.

- Harassing or bullying others via AI-generated messages or images.

Academic Integrity

- Transparency: Students must clearly indicate when and how AI tools were used in their work.
 - Originality: AI-assisted work must reflect the student's own understanding and voice.
- Teacher Discretion: Teachers may limit or prohibit AI use for specific assignments or assessments.

Privacy and Safety

- Students must not share personal data with AI platforms.
- All AI tools must comply with FERPA, COPPA, and other applicable privacy laws.
- Use school-approved platforms where possible.

Enforcement and Consequences

Violations of this policy may result in:

- Re-doing the assignment under supervision.
Academic penalties under the school's honor code.
- Suspension of technology privileges.
- Disciplinary action as outlined in the Discipline matrix Appendix D

Policy Review

This policy will be reviewed annually to reflect changes in AI capabilities and educational practices.

WASC

ARPS was granted WASC accreditation in 2022-23.

What is it?

WASC stands for the Western Association of Schools and Colleges. It is one of six regional accrediting associations that service both public and private schools. Through the accreditation process, WASC determines whether or not 1) the trust placed in a school to provide high-quality learning opportunities is warranted, and (2) the school clearly demonstrates continual self-improvement. Its goal is to foster excellence in the schools that it accredits.

Why is accreditation important?

- It demonstrates to the public that the school is a trustworthy institution of learning.
- It validates the integrity of a school's program and student transcripts (especially in the eyes of our community and colleges).
- It fosters improvement of the school's programs and operations to support student learning.

Dual Enrollment

Aspen Ridge Public School is proud to offer Aspen Ridge high school students the opportunity to participate in our Dual Enrollment program in partnership with Fresno City College (FCC). This program allows eligible high school students to enroll in college-level courses, earning both high school and college credit simultaneously. Dual Enrollment helps students get a head start on their post-secondary education, explore college courses, and reduce the time and cost of college after graduation.

Eligibility:

Every Aspen Ridge student is expected to take at least two Dual Enrollment courses during their time with us. They start taking courses as soon as there is room in their schedule.

Course Options:

Students' Dual Enrollment courses are pre-selected by Aspen Ridge and Fresno City College based on the student's grade, schedule, and professor/course availability.

Registration and Participation:

- Interested students must complete a Dual Enrollment application and submit required documents by established deadlines.
- Dual Enrollment courses will be taken at Aspen Ridge with an Aspen Ridge teacher facilitating the course.
- Classes may or may not be in person, depending on professor and/or course availability.
- Aspen Ridge may provide textbooks depending on funding and eligibility.

Benefits of Dual Enrollment:

- Earn college credits that often transfer to many universities
- Experience college-level coursework while still supported by Aspen Ridge staff
- Save time and money on future college education
- Explore potential career and academic interests early

Responsibilities:

Students participating in Dual Enrollment are expected to:

- Maintain academic integrity and meet all course requirements
- Communicate regularly with both their Academic Counselor, Aspen Ridge Teacher Facilitator and FCC instructors
- Follow Aspen Ridge and FCC policies regarding attendance, behavior, and grading
- Understand that college grades will become part of their permanent college transcript

Support and Advising:

Aspen Ridge Academic Counselors and FCC advisors are available to help students manage workload, and plan their academic futures. Students and families are encouraged to attend information sessions and meet regularly with their counselors to make the most of this opportunity.

INTERVENTIONS AND SUPPORT

To support all students in achieving academic, behavioral, and social-emotional success, our school offers a range of intervention services. These include:

- **Social-Emotional Learning (SEL) in the Classroom** – Regularly integrated lessons that help students develop self-awareness, emotional regulation, responsible decision-making, and positive relationship skills.
- **School Counseling Services** – Individual and group counseling to support social-emotional development, conflict resolution, and mental wellness.
- **Student Success Team (SST)** – A collaborative problem-solving team that develops personalized support plans for students experiencing academic or behavioral challenges.
- **Academic Intervention Programs** – Targeted support in reading, writing, and mathematics for students who need additional instruction beyond the core curriculum.
- **Behavioral Support Plans** – Individualized strategies to help students improve behavior and meet school expectations.
- **Social Skills Groups** – Small group instruction focused on building communication, empathy, and peer relationship skills.
- **Special Education Services** – For eligible students, individualized instruction and support as outlined in their IEP (Individualized Education Program).
- **504 Plans** – Accommodations and supports for students with documented disabilities that impact their access to education.

Families are encouraged to reach out to their child's teacher or the school office with any concerns or questions about accessing these services.

See Appendix F to see Aspen Ridge's Multidisciplinary System of Supports. See Appendix G for Social Emotional Learning information.

ENGLISH LANGUAGE LEARNERS

Families that are self identified through our home language survey will be provided English language supports, both integrated and targeted, through our English language program. See the EL Master Plan in Appendix H for more details on identifying, supporting, and reclassifying English Learners.

Acknowledgement and Signature:

It is extremely important to the faculty of ARPS that all students and parents read and understand this handbook. All of the information contained within will be of the utmost importance for the success of the student. PLEASE SIGN BOTH SECTIONS AND RETURN THE BOTTOM SECTION OF THE PAGE TO ARPS. **PLEASE KEEP THE TOP SECTION FOR YOUR RECORDS.**

Print Student's last name

Print student's first name

Grade level

	Parent Initial	Student Initial
We have read and agreed to the Parent/Student Handbook for ARPS for the 2025-2026 school year.	_____	_____
We have read and agree to the School Rules and Expectations and Disciplinary Action for ARPS.	_____	_____
We have read and agree to the Attendance/Tardy and Truancy Policy for ARPS.	_____	_____
We have read and agree to the Acceptable Use Policy for ARPS.	_____	_____

Parent/Guardian Signature & Date

Student Signature & Date

----- Please detach the following page and return to school

Appendices

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Appendix A

Attendance Policy

It is the intent of the Governing Board ("Board") of Aspen Public Schools ("APS" or the "Charter School") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential

for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems.

Definitions

- "Tardy": Aspen Public Schools starts at 8:00 am for Aspen Valley and Aspen Meadow and 8:30 am for Aspen Ridge. Students shall be classified as tardy if the student arrives after that time.
- "Unexcused Absence": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "Truant": A student shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Site Director or designee.

- “Habitual Truant”: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year or any combination thereof.

- “Chronic Truant”: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

- “School Attendance Review Team (“SART”)”: The SART panel may be composed of the Site Director, Registrar, Chief Operating Officer, a designated teacher, and any applicable staff needed. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and the student’s family, and establish a plan to resolve the attendance issue.

1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

- a. Parent/guardian to attend school with the child for one-day

- b. Student retention
 - c. After-school or Lunch detention program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school store privileges
 - g. Loss of school event privileges
 - h. Required remediation plan as set by the SART
 - i. Notification to the County District Attorney
3. The SART panel may discuss other school placement options.
4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom-Based Attendance

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

- 1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
- 2. Quarantine under the direction of a county or city health officer.
- 3. Medical, dental, optometric, or chiropractic appointments:
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

4. Attendance at funeral services for a member of the student's immediate family:

a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.

b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any other relative living in the student's household.

5. Participation in religious instruction or exercises as follows:

a. The student shall be excused for this purpose on no more than four (4) school days per month.

6. For the purposes of jury duty in the manner provided for by law.

7. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).

8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

9. For the purpose of serving as a member of a precinct board for an election pursuant to

Election Code section 12302.

10. Attendance at the student's naturalization ceremony to become a United States citizen.

11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which

may be extended if deemed medically necessary by the student's physician.

12. Authorized at the discretion of the Site Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

13. A student who holds a work permit to work for a period of not more than five (5) consecutive

days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

14. In order to participate with a not-for-profit performing arts organization in a performance for

a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

15. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes

means relating to the habits, practices, beliefs, and traditions of a certain group of people.

16. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public

commenting, candidate speeches, political or civic forums, and town halls.

a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.

b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences at the discretion of a school administrator.

17. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Site Director or designee pursuant to uniform standards:

a. Appearance in court.

b. Observance of a holiday or ceremony of the pupil's religion.

c. Attendance at religious retreats.

d. Attendance at an employment conference.

e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student absent due to an excused absence will be allowed to complete all assignments and tests

missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within an equal number of days of being absent. Work due at the end of the semester must be submitted within two days of the end of the term. The teacher of the

class from which a student is absent shall determine which tests and assignments are reasonably

equivalent to, but not necessarily identical to, the tests and assignments that the student missed

during the excused absence.

Method of Verification

When a student who has been absent returns to school, the student must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from the student's parent/guardian or parent representative.
2. Communication with the Office Manager or Office Receptionist by in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.
4. Healthcare provider verification:
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask about the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

b. A healthcare provider's note of illness will be accepted for any reported absence.

When a student has had ten (10) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider. Otherwise, they will be marked as unexcused. In so far as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency.

Unexcused Absences/Tuancy for Classroom-Based Attendance

The Site Director, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter

School will implement the processes described below.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Site Director or designee. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Site Director or designee.

In addition, the student's classroom teacher may also call home, and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the

parent/guardian will receive “Truancy Letter #1 – Truancy Classification Notice” from the Charter School notifying the parent/guardian of the student’s “Truant” status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.

3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive “Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,” notifying the parent/guardian of the student’s “Habitual Truant” status and a parent/guardian conference will be scheduled to review the student’s records and develop an intervention plan/contract and a Student Success Team (SST) meeting will be held. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.

4. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a “Truancy Letter #3 – Referral to SART Meeting” and the student will be referred to the SART.

5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student’s last known school district of residence.

6. For all communications set forth in this process, the Charter School will use the contact

information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with the process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.

2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.

3. Students who have indicated their intent to enroll but have not attended by the fifth (5th)

day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.

4. Students who are not in attendance by the sixth (6th

) day of the school year and do not

have an excused absence will receive an Involuntary Removal Notice and the CDE

Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) school days for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.

5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent

or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) school days before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making

a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

CLASSROOM-BASED ATTENDANCE POLICY

Board Policy #: 1010

Adopted/Ratified: June 21st 2023

Revision Date:

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Site Director, or designee, shall gather and report to the Board quarterly the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Appendix B

Volunteer Handbook



Aspen Ridge

LEADERS GO HERE, LEADERS GROW HERE!

Volunteer Handbook



A Guide to Joining our community



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1	<i>Welcome Message</i>
2	<i>Our Values</i>
3	<i>Volunteer Requirments</i>
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7	<i>Acknowledgment and Agreement</i>



Welcome Message



Dear Volunteer,
Welcome to Aspen Ridge — we are so grateful to have you with us! Your time and heart help create a caring and enriching space where our students thrive.

This handbook provides a quick overview of what to expect when volunteering. Whether you are supporting in a classroom, at events, or behind the scenes, please know that your efforts truly matter and leave a lasting impact.

Thank you for stepping in and showing up for our students. We are excited to have you as part of our Aspen Ridge community and cannot wait to see the difference we will make together!

Thank you for being part of the Aspen Ridge family!

Signature

Thank you for your interest in volunteering at Aspen Ridge. Volunteers play a vital role in creating a positive and enriching educational environment for our students. This handbook will provide you with essential information regarding your responsibilities, expectations, and policies while volunteering.

Volunteering at Aspen Ridge is an opportunity to make a meaningful impact in the lives of students. Whether you are assisting in the classroom, helping with extracurricular activities, or supporting administrative tasks, your time and dedication contribute to fostering a supportive and engaging learning environment. We value your commitment and recognize the important role you play in strengthening the bond between our school and the community.

We encourage all volunteers to embrace this experience with enthusiasm and an open mind. Your presence in our school helps to inspire and motivate students, and we are grateful for your willingness to contribute. Thank you for being part of our team, and we look forward to working with you to enhance our students' educational journey.



Aspen Ridge welcomes parents, guardians, and community members to contribute their time and talents. We appreciate your dedication and commitment to making our school a better place for students to learn and grow.



RAVEN VALUES



Respectful

Respectful is treating others with consideration and courtesy. It can help create an inclusive and fun environment where students feel safe and motivated to learn.

Advocate

Student and staff advocates serve as a resource for students and parents to achieve and maintain standards of excellence in the school environment. They also advocate for improvement within the school culture.

Value

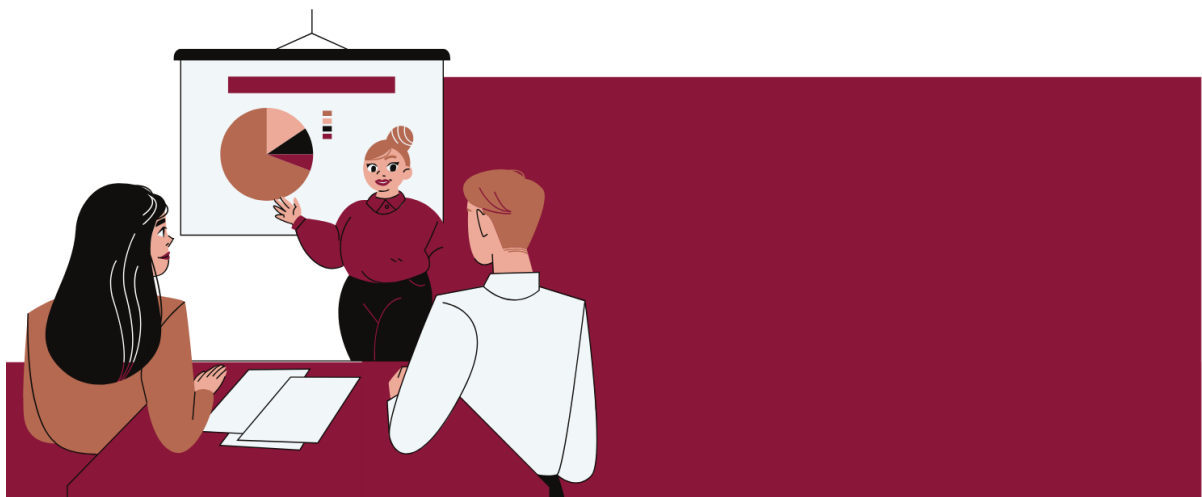
Valuing education means being intellectually curious, continuously learning, appreciating classmates and teachers, having a growth mindset, and growing as a leader.

Empathy

Empathy is the ability to understand and share another person's feelings. In a school setting, empathy can manifest in many ways, such as when students or teachers demonstrate concern for others.

Never Give UP

Never Give Up is to never give in to defeat, no matter how difficult the situation may seem. It is important because it can help us to overcome challenges and achieve our goals.



VOLUNTEER REQUIRMENTS



1

Complete Volunteer application form

Complete the volunteer applicaiton form to show your interest, times available, and any talents and passions of yours you would like to share
Application Link

2

Attend A Volunteer Orientation Session

Come meet school staff and get more info of events and types of volunteer opportunities

3

Agree and follow all school policies and guidelines

At the orientation, sign and agree to follow the school policies and guidelines

4

Volunteer and stay in good standing

Volunteer and make a difference! Please remember to sign in whenever you volunteer

Types of Opportunities



Find Your Place to Make a Difference

We're thrilled to welcome you to the Aspen Ridge family! There are many wonderful ways to get involved — from supporting family events and after-school activities to volunteering as a mentor or coach.

We invite you to take the time to sit with us, ask questions, and explore even more opportunities to share your talents and passions. Together, we can make a lasting difference in the lives of our students and create an even stronger school community!



Fundraising

We are always looking to raise money for more student activities: field trips, family events, guest speakers, Senior activities, career exposure, and college trips!

Family Events

We love to welcome families on campus. Help us plan and execute family events around academics, parenting, family fun nights, and more!

Extracurricular activities

Volunteer to coach on of our sports or become an advisor for a club on campus. (this will require a background check).

Parent Light House Team

Join our team of parents that oversee all parent involvement on campus. This is a year long commitment with meetings at least 2 times a month.

Find Your Place to Make a Difference!

Policies and Procedures



One of our top priorities at Aspen Ridge is ensuring the safety and well-being of everyone on campus, including students, staff, and volunteers. To help maintain a safe, supportive, and welcoming environment, we ask that all volunteers follow the school's policies and procedures outlined here. Thank you for doing your part to keep our community strong and thriving.

Confidentiality Policy

Volunteers may have access to sensitive student and school information. It is essential to:

- Maintain confidentiality regarding student records and personal information
- Never share confidential details outside of school
- Direct any concerns to a school administrator

Safety and Emergency Procedures

Your safety and the safety of students are our top priority. Please follow these guidelines:

- Always wear a volunteer badge while on school grounds
- Familiarize yourself with fire exits and emergency plans
- Report any safety concerns to a school staff member immediately
- Follow all school lockdown and evacuation procedures

School Policies and Procedures

Volunteers must adhere to the same policies as school staff, including:

- Dress code: Wear appropriate and modest clothing
- Attendance: Arrive on time and notify the school if unable to volunteer
- Use of technology: Personal phone use should be limited during volunteer hours



Discipline



Aspen holds its students to high academic and behavioral standards. All disciplinary matters should be handled by school staff to ensure consistency with school policies and student rights. Volunteers should always aim to provide a supportive and encouraging environment for students.

Volunteers are not permitted to discipline students. If a student is displaying inappropriate behavior or not following school rules, volunteers should:

- Remain calm and avoid engaging in disciplinary actions.
- Redirect the student's attention in a positive and constructive manner if possible.
- Report any concerns regarding student behavior to a teacher or school staff member immediately.
- Follow the guidance and instructions of school staff regarding discipline and classroom management.



Volunteer Acknowledgement



By signing this handbook, you acknowledge that you have read and understood the guidelines set forth and agree to abide by them while volunteering at Aspen Ridge. Thank you for your support! We appreciate your dedication to making a difference in the lives of our students.

Please sign below,

Date

Signature

Appendix C

Aspen Ridge Public School

School-Issued Chromebook & Charger Agreement

Student Name: _____ Grade: _____ Date: _____

1. Purpose of Agreement

This agreement is between Aspen Ridge Public School and the student named above (and their parent/guardian). It sets the terms for the use, care, and financial responsibility for the school-issued Chromebook and charger.

2. Equipment Issued

- One (1) Chromebook
- One (1) charger

3. Financial Responsibility

The student and parent/guardian agree to take full responsibility for the Chromebook and charger.

- If the charger is lost, there is a replacement fee of \$50.
- If the Chromebook is damaged, the cost of repairs will be charged to the student's account.
- If the Chromebook is lost or stolen, the replacement cost will be charged based on current school pricing.

4. Appropriate Use

- The Chromebook is for school-related use only.
- Students must follow all Aspen Ridge Public School rules and policies for technology use.
- No inappropriate, illegal, or non-educational use is allowed.

5. Consequences for Non-Payment

If fees are owed for lost or damaged equipment, the student will be placed on a Hold List.

While on the Hold List, the student will not be allowed to:

- Participate in sports teams
- Attend field trips
- Attend school dances
- Join or participate in clubs
- Take part in any other extracurricular activities

Additional Restrictions:

- 8th grade students with an unpaid balance will not be able to participate in promotion

ceremonies.

- Seniors with an unpaid balance will not be able to participate in graduation ceremonies (walk).

6. Agreement

By signing below, the student and parent/guardian agree to the terms of this contract and accept full responsibility for the school-issued Chromebook and charger.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

School Representative: _____ Date: _____

Appendix D



Aspen Ridge Public School Discipline Matrix

Transforming our community by developing exceptional leaders

Major Infractions/ Ed Code Violations

Ayn Suspension will automatically result in the student being placed on the non-privileged list. Any Violation of Ed Code could result in immediate expulsion recommendation based on discretion of the Site Director.

EC 48900: (A-D) —Safety

Caused, attempted to cause, or threatened to cause physical injury to another person.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Evidence the student has participated in a verbal or physical altercation or has attempted to cause injury to someone by making a verbal or written threat to another person on school grounds.
- ☐ Documentation by the administrator and statements by the victim and witness(es).
- ☐ Statement by the accused

EC 48900, A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
Verbal Altercation Verbal Altercation: Threatening Bodily Harm Fighting: Pushing, Shoving (resulting in minor scuffle) Fighting: Mutual Combat WITHOUT Injury	Administrative Action: • Restrict activity • Loss of privilege list • On campus suspension interventions: ☐ Meet with counselor ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* ☐ Assign adult mentor	Administrative action • 1—3 day suspension Interventions (6-12): ☐ Counselor: targeted skill development ☐ Evaluate consequences and intervention effectiveness ☐ Review student data for patterns and trends ☐ Provide Tier Two supports ☐ Parent attends school Develop BSP ☐ Possible A4Y Referral	Administrative Action: • 1—5 day suspension • Contact the School Police • Possible recommendation for expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide Intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Refer to SST	Administrative Action: • 5 day suspension • Recommended expulsion interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Review SST process and

EC 48900, A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
				interventions ☐ Consider Tier Three supports

EC 48900, A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
Fighting: Mutual Combat Minor Injury without Medical Attention (lacerations to nose, small scratches or cuts without suturing) Fighting or Assault on a Student: Unprovoked Fighting: Gang Related	Administrative Action: • 1- 3 day suspension • Restrict activity • Possible recommendation for expulsion interventions: ☐ Counselor: targeted skill development ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference	Administrative Action: • 1-5 day suspension • Possible recommendation for expulsion interventions: ☐ Prevention Program- targeted skill development ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP	Administrative Action: • 5 day suspension • Recommend expulsion interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Refer to SST ☐ Consider Tier Three supports	

EC 48900: (A-2) —Safety**Willfully used force or violence upon the person of another, except in self-defense.**

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Evidence the student, while under the jurisdiction of the school and without provocation, participated in a physical altercation causing minor trauma to the victim.
- ☐ Statements by: victim, credible witness(es).
- ☐ Statement by the accused agreeing they committed the violation, as stated by the administration.
- ☐ Photographic evidence of the injury — extent of injury must be visible.
- ☐ Documentation of medical intervention(s) for victim.

EC 48900, A-2	1st Offense	2nd Offense	3rd Offense	4th Offense
Fight: Gang Related	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): ☐ Prevention Program — targeted skill development ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions (6-12): ☐ Counselor provides parent with multiple district and community resources ☐ Provide Intervention: counselor ☐ Develop BSP ☐ Parent conference ☐ Consider Tier Three supports		

EC 48900, A-2	1st Offense	2nd Offense	3rd Offense	4th Offense

EC 48900, A-2	1st Offense	2nd Offense	3rd Offense	4th Offense
Fighting: Serious Injury / Assault (broken bones, contusions, convulsions, unconscious due to fight, stitches, shot, stabbed) EC 48915 (a)(1) MUST notify victim/parent of their right to transfer under NCLB Assault / Battery (staff member) EC 48915 (a) (5)	Administrative Action: • 5 day suspension • Contact School Police • Mandatory expulsion — extension of suspension Interventions (6-12): ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school Consider Tier Three supports			

EC 48900: (B) —Safety

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

The following must be submitted in order to substantiate an expulsion recommendation:

Education Code section 48915(a) requires the principal of a school to recommend expulsion for possession of any firearm, knife, explosive, or any other dangerous object at school or at a school activity off school grounds .

☐ Description (length, color, size) and photograph of the object. ☐ Statements by: accused, witness(es).

- Documentation from anonymous witness(es), EC 48918(f).
- Copy of mandatory Police Report.

Students in possession of a knife (threatening manner) or a gun fall under this violation.

The following weapons apply to this violation: firearms, knives, daggers, explosives of any sort, other dangerous weapons such as: brass knuckles, razor blades, and tools, such as: a screwdriver that has been sharpened at the end. Other dangerous objects would be throwing stars, ballistic knives, black jacks, billy clubs, sand clubs, and nunchakus.

Illegal explosives are not fireworks but vary in size and color. Among those are the M-80, M-100, Silver Salute, M-250, M-1000, and Quarter Stick. All these explosives are dangerous and can cause severe damage to the body.. Violation of Education Code section 48915(c)(5) should also be included if student is found with a self-made or hand-made explosive device.y must be visible.

EC 48900, B	1st Offense	2nd Offense	3rd Offense	4th Offense
B-1: Possession of a Knife or Other Dangerous Object EC 48915 (a)(2) B-2: Brandishing a Knife or Other Dangerous Object at Another Person EC 48915 (c) (2) B-3 Possession of, or Brandishing, Gun EC 48915 (c) (1) B-4 Possession of Explosive Device (M80, M100, or other powerful explosives) EC 48915 (c) (5)	Administrative Action (9-12): ● 5-day suspension ● Contact School Police ● Mandatory expulsion — extension of suspension Interventions (6-12): ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Consider Tier Three supports			

EC 48900: (c) —Safety

Possessed, used, sold, or otherwise furnished; or been under the influence of any controlled substance, alcohol or intoxicant.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Evidence the student was found in possession of, or under the influence of, an identified controlled substance (alcohol or other intoxicant). Trained professionals such as: school nurses, police officers, school security or resource officers may provide this evidence.
- ☐ Photographic evidence of the controlled substance. ☐ If applicable, test results that identify the substance found. Both school security and School Police are qualified to conduct such testing.
- ☐ Statements by witness(es).
- ☐ Documentation from anonymous witness(es), EC 48918(f).

All controlled substances must be confiscated as evidence.

EC 48900, C	1st Offense	2nd Offense	3rd Offense	4th Offense
Possession of Drugs, Alcohol or any Controlled Substance EC 48915 (a) (3) - on campus Under the Influence of Drugs, Alcohol or any Controlled Substance EC 48915 (a)(3) - on campus	Administrative Action: • 5-day suspension (marijuana only) & Mandatory Ed class • Mandatory Expulsion (all other drugs) • Contact School Police Interventions (6-12): ☐ Prevention Program with targeted skill development ☐ Identify Functional and Environmental Factors* ☐ Develop contract:* assign mentor ☐ Parent conference	Administrative Action: • 5 day suspension • Contact School Police • Possible Recommend expulsion Interventions: ☐ Counselor provides parents with multiple district and community resources ☐ Provide intervention: counselor ☐ Develop BSP ☐ Parent conference ☐ Consider Tier Three supports	Administrative Action: • Mandatory Recommendation of Expulsion	

EC 48900: (D) —Safety

Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Photographic evidence of the sold controlled substance, or substance represented as such.
- ☐ Statements by: witness(es) reporting sales (i.e. money collected for drugs, etc.).

The sale of a controlled substance or substances represented as controlled substances is grounds for suspension or recommendation for expulsion. Confiscate all evidence and give to School Police. Controlled substances are identified as heroin, cocaine, crack, LSD, PCP, amphetamines, methamphetamines, marijuana, hashish, and alcohol. Intoxicants include, but are not limited to toxic inhalants such as spray cans, nitrous oxide, etc.

An example of substances being represented as a controlled substance would be a student selling oregano as marijuana, or the selling of an over-the-counter look-alike non-prescription drug as a controlled substance.

EC 48900, D	1st Offense	2nd Offense	3rd Offense	4th Offense
Possession of Drugs for Sale EC 48915 (c) (3)	Administrative Action: • 5 day suspension • Contact School Police • Mandatory expulsion — extension of suspension Interventions (6-12): • Counselor provides parent with multiple district and community resources • Provide intervention: counselor • Parent attends school • Consider Tier Three supports			

EC 48900: (E) —Safety**Committed or attempted robbery or extortion.**

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Statements by: victim, direct witness(es) and supporting witness(es) to the act of robbery or extortion.
- ☐ Interviews from: accused and witness(es) named by the accused.

Extortion is defined as blackmail. Example: A student demands money from another person — “Give me money or I’ll get you later!”

Robbery is defined as the taking of personal property in the possession of another, against his/her will, accomplished by means of fear and force.

EC 48900, E	1st Offense	2nd Offense	3rd Offense	4th Offense
Robbery, Extortion, Grand Theft: Violence Indicated EC 48915 (a) (4))	Administrative Action (9-12): • 5-day suspension • Contact School Police • Possible recommendation for expulsion Interventions (6-12): ☐ Prevention Program — targeted skill development ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Develop BSP ☐ Parent conference ☐ Consider Tier Three supports		

EC 48900, E	1st Offense	2nd Offense	3rd Offense	4th Offense
	adult mentor			

EC 48900: (F) — Non-Safety

Caused or attempted to cause damage to school or private property.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Photographic evidence of the defaced property — school / private
- ☐ Statements by: witness(es), accused
- ☐ Statement by the Campus Security Officer (CSO) — recommended
- ☐ Assessment of damage to the school site

According to Aspen Public Schools Board Policy, site administrators are entitled to recommend expulsion for graffiti (defacement of school property).

EC 48900, F	1st Offense	2nd Offense	3rd Offense	4th Offense
Defacing School Property, Graffiti: Permanent Damage, Severe Computer damage	Administrative Action: • On Campus Suspension • 1—3 day suspension • Contact School Police • Restitution Interventions: ☐ Counselor: targeted skill development ☐ Evaluate skill level — academic and behavioral ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor	Administrative Action: • 1—5 day suspension • Recommend expulsion — extension of suspension • Restitution Interventions: ☐ Counselor provides parent multiple district/community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Develop BSP		

EC 48900, F	1st Offense	2nd Offense	3rd Offense	4th Offense
	☐ Review student data for patterns and trends ☐ Parent attends school	and/or SST ☐ Consider Tier Three supports		

EC 48900: (6) — Non-Safety

Stole, or attempted to steal, school or private property.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Direct evidence or testimony supporting the act of stealing.
- ☐ Amount or cost of the item stolen or attempted to be stolen.
- ☐ Statements by: witness(es), accused.
- ☐ Interview with the accused.

EC 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
Stole, or Attempted to Steal, School Property (petty theft)	Administrative Action: • On Campus Suspension • 1 day suspension • Restitution Interventions: ☐ Meet with counselor ☐ Provide structured choice ☐ Evaluate skill level — academic and behavioral ☐ Identify contributing	Administrative Action: • On Campus Suspension • 1—3 day suspension • Restitution Interventions: ☐ Provide intervention: counselor ☐ Evaluate consequence and intervention effectiveness ☐ Review behavior	Administrative Action: • 1—5 day suspension • Restitution Interventions: ☐ Counselor: targeted skill development ☐ Review student data for patterns and trends ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP	Administrative Action: • 5 day suspension • Possible recommendation for expulsion • Restitution Interventions: ☐ Counselor provides parent multiple district/community resources ☐ Provide intervention: counselor

EC 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
	Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference — phone	contract ☐ Parent conference — school		☐ Parent attends school ☐ Review BSP x Refer to SST

EC 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
Grand Theft (amount over \$400.00)	Administrative Action: • 1—5 day suspension • Contact School Police • Recommend expulsion — extension of suspension OR Rationale Restitution Interventions (6-12): ☐ Counselor: targeted skill development ☐ Evaluate skill level — academic and behavioral ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Review student data	Administrative Action: • 1—5 day suspension • Contact School Police • Recommend expulsion — extension of suspension • Restitution Interventions (6-12): ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Develop BSP ☐ Refer to SST ☐ Consider Tier Three supports		

EC 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
	for patterns and trends ☐ Parent attends school			

EC 48900: (HD) — Non-Safety**Possessed or used tobacco or tobacco products.****The following must be submitted in order to substantiate an expulsion recommendation:**

- ☐ Evidence administration has provided three or more warnings regarding smoking or having cigarettes on campus.

Refer student to a Smoking Cessation Program.

EC 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
Possession and/or use of Tobacco	Administrative Action: • On Campus Suspension • 1 day suspension Interventions: ☐ Tobacco Cessation ☐ Meet with counselor ☐ Provide structured choice ☐ Evaluate skill level — academic and behavioral ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference — phone	Administrative Action: • On Campus Suspension • 1—3 day suspension • Contact School Police Interventions: ☐ Tobacco Cessation ☐ Provide intervention: counselor ☐ Evaluate consequence and intervention effectiveness ☐ Review behavior contract ☐ Parent	Administrative Action: • 1—5 day suspension • Contact School Police Interventions: ☐ Counselor: targeted skill development ☐ Review student data for patterns and trends ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Refer to SST

EC 48900, G	1st Offense	2nd Offense	3rd Offense	4th Offense
		conference — school		

EC 48900: (I) — Non-Safety

Committed an obscene act or engaged in habitual profanity or vulgarity

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Direct evidence and admission by the accused.
- ☐ Documentation of the incident(s) involving the use of profanity, obscenity, or habitual profanity.
- ☐ Anecdotal record, if continuous violation.
- ☐ Statements by: witness(es).

This act pertains to the use of vulgar, profane language or an act as defined by proper society as obscene. Examples: Prolonged cursing toward staff, exposing oneself in public, etc.

While it is not typical for a student to be expelled for this violation alone, it is possible when the misbehavior results in extreme problems on campus. Generally, this violation is coupled with a more severe Education Code violation.

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
Committed an Obscene Act (excluding sexual harassment) Habitual Profanity	Administrative Action: • On Campus Suspension • 1-5 day suspension Interventions: ☐ Meet with counselor ☐ Provide structured choice	Administrative Action: • On Campus Suspension • 1-5 day suspension Interventions: ☐ Provide intervention: counselor ☐ Evaluate	Administrative Action: • 1—5 day suspension Interventions : ☐ Counselor: targeted skill development ☐ Review student data for patterns and trends x Provide Tier	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Counselor provides

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
	☐ Evaluate skill level — academic and behavioral ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference — phone	consequence and intervention effectiveness ☐ Review behavior contract ☐ Parent conference — school	Two supports ☐ Parent attends school ☐ Develop BSP	parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Refer to SST

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
Habitual Profanity Toward a School Employee	Administrative Action: - On Campus Suspension 1—3 day suspension Interventions (6-12): ☐ Provide intervention: counselor ☐ Evaluate skill level — academic and behavioral ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor	Administrative Action: ☐ 1—5 day suspension Interventions: ☐ Counselor: targeted skill development ☐ Evaluate consequences and intervention effectiveness ☐ Review student data for patterns and trends ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP ☐ Community service	Administrative Action: 1—5 day suspension - Possible recommendation for expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP, Refer to SST ☐ Community service ☐ Youth Development	

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
	☐ Parent conference — school ☐ Community service ☐ Youth Development	☐ Youth Development		

EC 48900: (U) — Non-Safety

Possessed, offered, arranged or negotiated to sell any drug paraphernalia.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Direct evidence, such as photographs.
- ☐ Evidence the items are within the Health and Safety Code Section 11014.5.
- ☐ Admission by the accused.

See section 11014.5 of the Health and Safety Code for a clear definition of this violation. Examples of clear-cut paraphernalia are ZigZag papers and roach clips.

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
Possession of Drug Paraphernalia / Selling Drug Paraphernalia	Administrative Action: • On Campus Suspension • 1 day suspension • Mandatory Insight Interventions: ☐ Meet with counselor ☐ Provide structured choice	Administrative Action: • On Campus Suspension • 1—3 day suspension • Mandatory Insight Interventions: ☐ Provide intervention: counselor ☐ Evaluate consequence and	Administrative Action: • 1—5 day suspension • Selling: Contact School Police Interventions (6-12): ☐ Provide intervention: counselor ☐ Review student data for patterns and trends	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Counselor provides parent with multiple district and community

EC 48900, I	1st Offense	2nd Offense	3rd Offense	4th Offense
	☐ Evaluate skill level — academic and behavioral ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference — phone	intervention effectiveness ☐ Review behavior contract ☐ Parent conference — school	☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP	resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Refer to SST

EC 48900: (K) — Non-Safety

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Evidence the disruptive behavior is outside the range of normal intervention — accumulation of 20 days suspension (maximum).
- ☐ Evidence all means of correction have been exhausted at the site level. Interventions may include, but are not limited to, counselor interventions, parent involvement, identification of Environmental and Functional Factors, targeted skill development, behavior contract, assignment of adult mentor, Behavioral Support Plan, Student Success Team and/or a recommendation to an outside counseling agency.
- ☐ Documentation of student's behavior / intervention over time.

Use this Ed Code violation when 1) a student becomes so defiant school authority is unable to control the behavior, or 2) the behavior is so extreme it severely disrupts the educational process.

EC 48900, K	1st Offense	2nd Offense	3rd Offense	4th Offense
Chronic Classroom Disruption (4 Referrals per Week) Triggers Intervention) Disruption to School Activities Gambling Forgery Verbal Abuse	Administrative Action: - On Campus Suspension 1 day suspension Interventions: ☐ Meet with counselor ☐ Provide structured choice within class ☐ Identify contributing (Functional and Environmental Factors* ☐ Parent conference — phone ☐ Community service ☐ Youth Development	Administrative Action: - On Campus Suspension 1—3 day suspension - Gambling/Forgery: Contact School Police Interventions: ☐ Evaluate skill level — academic and behavioral ☐ Evaluate consequence and intervention effectiveness ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference — school ☐ Community service ☐ Youth Development ☐ Refer to SST	Administrative Action: 1—5 day suspension - Gambling/Forgery: Contact School Police Interventions: ☐ Counselor: targeted skill development ☐ Review student data for patterns and trends ☐ Review behavior contract ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop Behavior Support Plan ☐ Community service ☐ Youth Development	Administrative Action: 5 day suspension - Contact Fresno Police Department - Possible recommendation for expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review Behavior Support Plan

EC 48900, K	1st Offense	2nd Offense	3rd Offense	4th Offense
Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance Interference and/or Obstruction (staff member)	Administrative Action: • On Campus Suspension • 1—3 day suspension Interventions (6-12): ☐ Provide intervention: counselor ☐ Evaluate skill level — academic and behavioral ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference — school ☐ Community service ☐ Truancy notification ☐ Youth Development	Administrative Action: • 1—5 day suspension • Follow SART/SARB process Interventions: ☐ Counselor: targeted skill development (Anger Management) ☐ Evaluate consequences and intervention effectiveness ☐ Review student data for patterns and trends ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP ☐ Community service ☐ Youth Development	Administrative Action: • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion • Follow SART/SARB Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP, Refer to SST ☐ Community service ☐ Youth Development	

EC 48900: (L) — Non-Safety

Knowingly received stolen school or private property.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Documentation the accused has, and/or has received, stolen property.
- ☐ Photographic evidence of stolen item(s).
- ☐ Estimated value of item(s). ☐ Statements by: witness(es) — may be used as direct evidence.
- ☐ Statement by the accused agreeing they committed the violation.

EC 48900, L	1st Offense	2nd Offense	3rd Offense	4th Offense
Knowingly Received Stolen Property	Administrative Action: • On Campus Suspension • 1—3 day suspension Interventions: ☐ Provide intervention: counselor ☐ Evaluate skill level — academic and behavioral ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference — school	Administrative Action: • 1—5 day suspension Interventions: ☐ Counselor: targeted skill development ☐ Evaluate consequences and intervention effectiveness ☐ Review student data for patterns and trends ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP	Administrative Action: • 1—5 day suspension Possible recommendation for expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Refer to SST	

EC 48900: (ND) — Safety

Possessed an imitation firearm - as used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Photographic evidence of the imitation firearm.
- ☐ Statements by: accused and direct witness(es).
- ☐ Statement(s) by: Campus Security Officer (CSO) and/or School Police Officer

EC 48900, M	1st Offense	2nd Offense	3rd Offense	4th Offense
Possession of an Imitation Weapon—MUST LOOK LIKE A REAL GUN If not a weapon, no need to extend suspension. If it leads to other violations (i.e., A-1, B, R) then recommend expulsion.	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Prevention Program — targeted skill development ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Develop BSP ☐ Parent conference ☐ Consider Tier Three supports		

EC 48900: (ND) — Safety

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

The following must be submitted in order to substantiate an expulsion recommendation:

Refer to Education Code section 48915(c)(4) when dealing with this violation.

- ☐ Statements by: School Police and/or Campus Security Officer(s) are of extreme importance.

- Statements by: witness(es), if applicable.
- Record of report to District's Affirmative Action Office.

Violation of 48900(n) can be quickly substantiated if the perpetrator is identified and confesses to the act. In most cases, however, it is in the best interest of the administrator to proceed with a thorough investigation.

In cases of sexual harassment and assault, it is necessary for the administrator to collect thorough documentation of the incident and carefully handle statements given by the victim and the accused.

In cases where testifying in the presence of the accused perpetrator could cause serious psychological harm, the victim may be allowed to testify in a closed session hearing, separate from the accused. Such requests must be provided by site administration to the district Hearing Panel at the time the recommendation for expulsion is submitted.

EC 48900, N	1st Offense	2nd Offense	3rd Offense	4th Offense
Sexual Assault EC 48915 (c) (4)	Administrative Action: • 5 day suspension • Contact School Police • Crime Report • Contact Affirmative Action Office • Mandatory expulsion			

EC 48900: (D) — Safety
Harassed, threatened, or intimidated a witness.

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation of harassment, threats, or other forms of intimidation made by the accused to the victim.
- Statements by: victim and witness(es), verifying the act(s) of harassment or intimidation.

EC 48900, O	1st Offense	2nd Offense	3rd Offense	4th Offense
Harassed, Threatened or Intimidated a Witness	Administrative Action: • 1—5 day suspension • Contact School Police Interventions: ☐ Meet with counselor ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent attends school ☐ Adult mentor ☐ Parent attends school	Administrative Action: • 1—5 day suspension • Contact School Police Interventions: ☐ Prevention Program — targeted skill development ☐ Evaluate consequence and intervention effectiveness ☐ Review behavior contract ☐ Parent attends school	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Provide intervention: counselor ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP ☐ Refer to SST	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Review SST process and interventions ☐ Consider Tier Three supports

EC 48900: (P) — Safety & Non-Safety

Sexual Harassment - Education Code section 48900.2.

The following must be submitted in order to substantiate an expulsion recommendation:

Refer to Education Code section 212.5 to clarify sexual harassment.

- ☐ Victim statement outlining sexual harassment charges and the negative impact the incident incurred on the victim. The complaint must be signed by: victim and witness(es).
- ☐ Evidence the harassment negatively impacted the academic performance of the victim.
- ☐ Evidence substantiating a hostile, intimidating or offensive educational environment was created by the accused.
- ☐ Record of report to District's Affirmative Action Office. This article shall not apply to pupils in grades K-3 inclusive.

The school must provide an in-service for all students regarding sexual harassment and the possible consequences for violating Education Code section 48900.2. This in-service may be held during an annual disciplinary assembly.

EC 48900, P 48900.2	1st Offense	2nd Offense	3rd Offense	4th Offense
P.1 Sexual Harassment, as Defined by EC 212.5	Administrative Action: • 1—5 day suspension Interventions: ☐ Counselor: targeted skill development ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference	Administrative Action: • 5-day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Prevention Program — targeted skill development ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide ☐ ☐ intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Refer to SST ☐ Consider Tier Three supports	

EC 48900, P	1st Offense	2nd Offense	3rd Offense	4th Offense
P.2 Sexual Harassment, Inappropriate Verbal Harassment	Administrative Action: • On Campus Suspension • 1—3 day suspension Interventions:	Administrative Action: • 1—5 day suspension Interventions: ☐ Counselor: targeted skill development	Administrative Action: • 1—5 day suspension • Contact School Police • Possible recommendation for	

EC 48900, P	1st Offense	2nd Offense	3rd Offense	4th Offense
	☐ Provide intervention: counselor ☐ Evaluate skill level — academic and behavioral ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference — school	☐ Evaluate consequences and intervention effectiveness ☐ Review student data for patterns and trends ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP	expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources Provide ☐ Intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Refer to SST	

EC 48900: (Q) — Safety

Hate Violence - Education Code section 48900.3.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Determination by school officials the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Subdivision (e) of Education Code section 233
- ☐ Documentation of hate violence as defined by Subdivision (e) of Education Code section 233.
- ☐ Statements by: victim, witness(es).
- ☐ Photographic evidence, if applicable. This violation does not apply to students in grades K-3 inclusive.

EC 48900, Q 48900.3	1st Offense	2nd Offense	3rd Offense	4th Offense
Hate Violence	Administrative Action: • 1—5 day suspension	Administrative Action: • 5 day suspension • Contact School Police	Administrative Action: • 5 day suspension • Recommend	

EC 48900, Q 48900.3	1st Offense	2nd Offense	3rd Offense	4th Offense
	Interventions: ☐ Counselor: targeted skill development ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference	• Possible recommendation for expulsion Interventions: ☐ Prevention Program — targeted skill development ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP	expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP, Refer to SST ☐ Consider Tier Three supports	

EC 48900: (b) — Safety BULLYING

Intentionally engaged in harassment, threats, or intimidation against a pupil, groups of pupils or staff - Education Code section 48900.4.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Documentation of the accused involvement in the harassment of a pupil, group of pupils, or staff by words or active threats. Examples: gang activity of revenge or sending notes of impending harm.
- ☐ Statements by: accused, witness(es).

EC 48900, R 48900.4	1st Offense	2nd Offense	3rd Offense	4th Offense
Harassed, Threatened, or Intimidated Students, Groups, or Staff	Administrative Action: • 1—5 day suspension Interventions: ☐ Meet with counselor ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent attends school	Administrative Action: • 1—5 day suspension Interventions: ☐ Prevention Program — targeted skill development ☐ Evaluate consequence and intervention effectiveness ☐ Review behavior contract ☐ Parent attends school	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Provide intervention: counselor ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP ☐ Refer to SST	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Counselor ☐ Parent attends school ☐ Review BSP ☐ Review SST process and interventions ☐ Consider Tier Three supports

EC 48900: (S) — Non-Safety

Pupil has made terrorist threats against school officials, school property or both - Education Code section 48900.7.

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Documentation the accused actively engaged in terrorist threats against school officials or school property.
Example: Student calls in a bomb threat.
- ☐ Statements by: accused, witness(es).

According to this section of the Education Code, “terrorist threat” involves any statement, written or oral, which threatens specific intent of:

- great bodily injury to another person
- property damage

All statements must be taken as a threat even if there is no intent of actually carrying them out

EC 48900, S 48900.7	1st Offense	2nd Offense	3rd Offense	4th Offense
Committed an Obscene Act (excluding sexual harassment) Habitual Profanity	Administrative Action: • 5 day suspension • Contact School Police • Mandatory expulsion — extension of suspension OR Rationale Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Parent attends school ☐ Consider Tier Three supports			

EC 48900: (T) — Safety**Unlawfully offered or arranged to sell the drug Soma - Education Code section 48900 (P).**

The following must be submitted in order to substantiate an expulsion recommendation:

- ☐ Documentation the accused, while under the jurisdiction of the school, sold or arranged to sell the drug Soma.
- ☐ Photographic evidence.
- ☐ Test results which identify the substance found. School Police is qualified to conduct such testing.
- ☐ Statements by: accused, witness(es).

EC 48900, T	1st Offense	2nd Offense	3rd Offense	4th Offense
Unlawfully Arranged to Sell Drug Soma	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Prevention Program — targeted skill development ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent conference	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention: counselor ☐ Develop BSP ☐ Parent conference ☐ Consider Tier Three supports		

EC 48900: (U) — Safety**Aided or abetted the infliction or attempted infliction of physical injury - EC section 48900 (S)****The following must be submitted in order to substantiate an expulsion recommendation:**

As defined in Penal Code section 31:

A pupil who aids or abets in 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 or 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)

- ☐ Documentation from a physician verifying physical injury was inflicted — must note the severity of the injury.
- ☐ Investigation reports by School Police and Campus Security.
- ☐ Verbal or written threats, if applicable.

During an investigation, the following should be carefully examined 1) the statement of the accused 2) the victim's statement 3) supporting witness(es) statements.

Note: This Education Code may apply to cases where more than one student is involved in an attempt to aid another in the infliction or intimidation of physical harm against another student on campus.

EC 48900, U	1st Offense	2nd Offense	3rd Offense	4th Offense
Aid or Abet in the Infliction, or Attempted Infliction, of Physical Injury	Administrative Action: • 1—5 day suspension • Contact School Police Interventions: ☐ Counselor: targeted skill development ☐ Identify contributing Functional and Environmental Factors*	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Prevention Program — targeted skill development ☐ Provide Tier Two	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources ☐ Provide intervention:	

EC 48900, U	1st Offense	2nd Offense	3rd Offense	4th Offense
	☐ Develop behavior contract:* assign adult mentor ☐ Parent conference	supports ☐ Parent attends school ☐ Develop BSP	counselor ☐ Parent attends school ☐ Review BSP ☐ Refer to SST ☐ Consider Tier Three supports	

EC 48900: (V) — Safety

Engaged in, or attempted to engage in, hazing as defined in Education Code section 32050 - Education Code section 48900 (Q).

The following must be submitted in order to substantiate an expulsion recommendation:

As defined in Education Code section 32050:

“Hazing” includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to those organizations that cause or are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any pupil or other person attending any school, community college, college, university, or other educational institution in this state. The term “hazing,” does not include customary athletic events or other similar contests of competitions (Amend. Stats. 2003, Ch. 21.)

- ☐ Statements by: victim, supporting witness(es).
- ☐ Police Report(s). ☐ Medical record of injury provided by medical professional.
- ☐ Photographic evidence of weapons used in hazing activity, if applicable. Examples: sticks, bats, and brass knuckles.
- ☐ Statements by: witness(es) verifying verbal abuse was inflicted during the incident. In order to establish a link between the hazing event and the persons and/or group involved, focus the investigation around the hazing practices of the group (secret club, team, gang, etc.).

EC 48900, V	1st Offense	2nd Offense	3rd Offense	4th Offense
Hazing	Administrative Action: • 1—5 day suspension Interventions: ☐ Meet with counselor ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent attends school	Administrative Action: • 1—5 day suspension • Contact School Police Interventions: ☐ Prevention Program — targeted skill development ☐ Evaluate consequence and intervention effectiveness ☐ Review behavior contract ☐ Parent attends school	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Provide intervention: counselor ☐ Provide Tier Two supports Parent attends school ☐ Develop BSP ☐ Refer to SST	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources Provide ☐ Parent attends school ☐ Review BSP, Review SST ☐ Consider Tier Three

EC 48900, V	1st Offense	2nd Offense	3rd Offense	4th Offense
				supports

EC 48900: (W) — Non-Safety
Mandatory Expulsion - Education Code section 48915 (C)

The following must be submitted in order to substantiate an expulsion recommendation:

The principal of the school, the principal's designee, or the superintendent of schools shall immediately suspend, pursuant to Education Code section 48911, and shall recommend expulsion of a pupil he/she determines has committed any of the acts enumerated in this section at school or at a school activity off school grounds.

- ☐ Jurisdiction of school authority: Under the Education Code - the Jurisdiction of a school is categorized into these four areas:
- While on any school grounds.
 - While going to or coming from school.
 - During the lunch period, whether on or off campus.
 - During, or while going to or coming from, any school-sponsored activity.

EC 48915, C	1st Offense	2nd Offense	3rd Offense	4th Offense
(1) Possessing, selling, or otherwise furnishing a firearm. (2) Brandishing a knife at another person. See definition of Knife below. Controlled Substance: (3) Unlawfully selling a controlled substance. Sexual	Administrative Action: • 5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Provide intervention: counselor	Administrative Action: • 5 day suspension • Contact School Police • Recommend expulsion Interventions: ☐ Counselor provides parent with multiple district and community resources		

EC 48915, C	1st Offense	2nd Offense	3rd Offense	4th Offense
Assault/Battery(4) Committing a sexual battery or committing or attempting to commit sexual assault. Explosive(5) Possession of an explosive. Sexual Assault/Battery:)	☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP ☐ Refer to SST	☐ Provide intervention: counselor ☐ Parent attends school ☐ Review BSP ☐ Review SST process and interventions ☐ Consider Tier Three supports		

EC 48900: (x1,x2,x3) —Safety

Intentionally engaged in harassment/threats, or intimidation against a pupil, groups of pupils or staff

The following must be submitted in order to substantiate an expulsion recommendation:

- Documentation of the accused involvement in the harassment of a pupil, group of pupils, or staff by words or active threats. Examples: gang activity of revenge or sending notes of impending harm.
- Statements by: accused, witness(es).

EC 48900, r	1st Offense	2nd Offense	3rd Offense	4th Offense
X: Engaged in the act of electronic (cyber) bullying* X1: Engaged in bullying based on sexual orientation* X2: Engaged in bullying based on ethnicity or race X3: Engaged in bullying based on physical or mental disability	Administrative Action: • 1—5 day suspension • Contact School Police Interventions (6-12): ☐ Meet with counselor ☐ Identify contributing Functional and Environmental Factors* ☐ Develop behavior contract:* assign adult mentor ☐ Parent attends school	Administrative Action: • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion Interventions: ☐ Prevention Program — targeted skill development ☐ Evaluate consequence and intervention effectiveness ☐ Review behavior contract ☐ Parent attends school	Administrative Action: • 5 day suspension • Contact School Police • recommendation for expulsion Interventions: ☐ Provide intervention: counselor ☐ Provide Tier Two supports ☐ Parent attends school ☐ Develop BSP ☐ Refer to SST	

* Electronic bullying includes, but is not limited to: texting, emailing, and/or posting information on the internet in the form of text, drawings, pictures, videotaped fights, etc. OE Ensure Affirmative Action procedures are followed

Special Education Guidelines:

The following must be submitted in order to substantiate an expulsion recommendation.

- Students receiving Special Education services are entitled to a Manifestation Determination Meeting during Pre-Expulsion IEP under law. This meeting is to be conducted within 10 days after the recommendation for expulsion.
- The Pre-Expulsion IEP Team has the right to stop all expulsion proceedings if they find the misconduct was a manifestation of the student's disability.
- Students who fall under the 504 educational umbrella have the right to have a Pre-Expulsion 504 Meeting prior to a recommendation for expulsion. The district 504 coordinator should conduct this meeting on-site.
- Parents must be told of the date and time of the Pre-Expulsion IEP / 504 Meeting. Their presence, although needed, is not mandatory for the Manifestation Determination IEP / 504 Meeting to proceed on the scheduled date and time.

Minor Infractions/In-Class Behavior

Discipline Matrix
Minor Infractions/In-Class Behavior

Offense	1st Offense	2nd Offense	3rd Offense	4th Offense
Minor Classroom Violations	Teacher Managed Reminder of expectations and redirection	The teacher managed Explicit reteaching of the desired behavior and expectations. The parent contacted by the teacher and noted in IC under the contact log	The teacher requested a DTR meeting with the student and the admin The parent is notified and logged in IC under student Notes.	Referred to admin with Referral The parent contacted by Admin Possible admin actions: The parent contacted by the Administrator, • Parent, Shadow, Lunch • Detention, • Campus Beautification, Class • Suspension (2 day max) • Behavior academy
Academic Dishonesty/ Plagiarism	No Credit for Assignment Parent Contact by teacher Possible ODR/Referral to Admin	No Credit for Assignment Parent Contact by teacher Referral to Admin/ODR Parent/Student Teacher/Conference	No Credit for Assignment Parent Contact by teacher Referral to Admin/ODR Parent/Student/ Admin/Teacher Conference 1-3 day OSS	No credit for assignment The consequence is equivalent to 3rd offense with the possibility of failing the class.

Offense	1st Offense	2nd Offense	3rd Offense	4th Offense
Cell Phone Electronic Devices	Warning and chance to turn off and in bag	Turned into the office/taken by the administrator. Pick up at the end of the day Possible LD	Taken by the administrator and the parent must pick it up at the end of the day Possible extracurricular ineligibility for up to 4 weeks Possible Multiple days of LD	The student will turn in the phone to an administrator for the remainder of the year and picked up at the end of the day. Possible extracurricular ineligibility for up to 4 weeks
Dress Code	Warning and items confiscated(picked up at the end of the day) Change of cloths(minimum) The parent notified via parent square included the next consequence and logged in IC	Item confiscated and returned to the parent. Change of clothes (minimum) Lunch Detention assigned The parent is contacted and logged in IC	Parent admin conference Multiple days of lunch detention	Refer to admin through referral
No Show for Detention or Campus Cleanup	Lunch detention is doubled	1 week of Lunch detention or Friday school	1-3 days of OSS	3 Days of OSS
Tardies/SmartPass Violations	Warning and or / immediate LD during a Lock Out	Warning or immediate LD during Lock-out	3 trades = detention	4+ tardies = OCS or Friday/ Saturday School.
Theft	Parent conference; 1-3 Days OSS; Possible Police Referral; Parent responsible for damages or replacement (minimum)	Referral to admin		

Offense	1st Offense	2nd Offense	3rd Offense	4th Offense
Vulgar/Profane Language or Gestures	Warning and reminding of expectations The parent is contacted and is logged in IC	3-5 days LD or F/S	1-3 days OSS (minimum)	3-5 days OSS (minimum)
Harassment of Others	Warning and reteaching of expectations	Contact the parent and log in IC 1-3 days of Lunch detention	Refer to admin by referral	
Disrespecting School Property	Warning and reteaching of expectations	Contact the parent and log in IC 1-3 days of Lunch detention	Refer to admin by referral	
Horseplay/ push and shoving minor	Parent contact and logged into IC Restating of expectations/rules	1-3 of lunch detention Parent contact and logged into IC	Referral to admin through referral	
Verbal/Physical Intimidation Staff Member 48900 A1	Refer to admin: 1-3 Days OSS; Possible Police Referral (minimum)	Refer to admin: 3-5 Days OSS; Hearing for possible long-term OSS or expulsion		

For Those Note listed follow the the Steps Below and Document in contact log

Behavior Management Flowchart	Step 1	Step 2	Referral	Admin intervention
	Polite reminder	warning	Triple promise Detention Referral Contact Home	MR. ruiz or Mrs. Fox will pull you

Teacher Facing

Behavior Management Flowchart	Step 1	Step 2	Referral	Admin intervention
Examples of Teacher Response ITM	Polite reminder -“The Look” -sticky note - Nonverbal prompt (hand signal) - Side conversation	Warning -Private convo(outside door) - If then statements. -Reteach expectation -thinkery Chronic Step 2's= -parent contact to inform -Restorative conversation and plan	Have I given ITM interventions? -referral -call home Let the student know	Immediate Referral Initiate discipline matrix because ed code was broken

The Raven Way: Respectful, Advocates, Valued, Empathetic, Never Give Up

Appendix E

Aspen Ridge Public School Ninth Grade Mathematics Placement Policy

Aspen Ridge believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. The Board of Directors of Aspen Ridge Public School recognizes that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, and engineering.

A student's ninth grade mathematics placement, in particular, is crucial to ensuring future educational success. The Board affirms that a fair, objective, and transparent mathematics placement policy that strictly limits the use of subjective criteria in placement decisions will result in an appropriate ninth grade mathematics student placement and will prevent mathematics misplacement, particularly for students of color.

The Site Director, Assistant Site Director, or designee shall work with teachers, counselors, and administrators to administer this policy to ensure Aspen Ridge students are placed in a mathematics course in compliance with applicable law. School staff shall implement this policy and placement practices uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or any other subjective or discriminatory consideration.

Mathematics course placement shall systematically take into consideration multiple objective academic measures that may include, but are not limited to:

- A standardized placement test that includes a mathematics component for incoming ninth graders;
- Objective measures, such as grades and assessment results from prior years; and
- Other objective indicators of student performance and proficiency in mathematics.

If a student disagrees with their placement, a student (or the parent/guardian on the students' behalf) shall have seven (7) calendar days after receipt of the placement to provide a written appeal to School. Students shall submit appeals to the School Counselor at carolina.lopez@aspenps.org or by dropping it off in the main office. The school counselor shall use objective measures, including the use of another assessment, to determine if a student's placement was appropriate. The Site Director or designee shall make a decision on the appeal and such decision will be final.

When a student does not qualify to be enrolled in a higher-level mathematics course based on a consideration of the objective measures specified above, the student may nevertheless be

admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

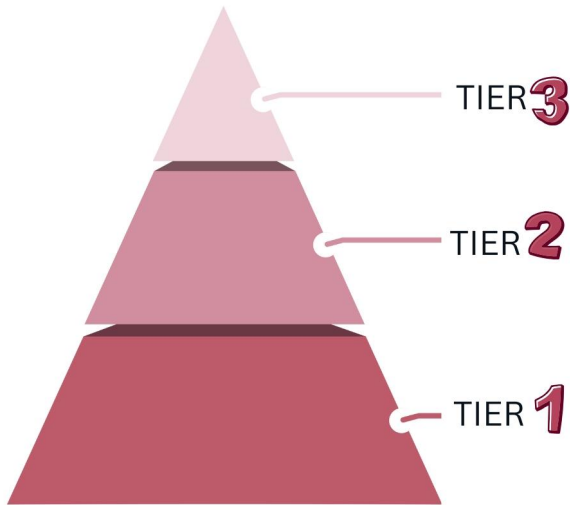
Within the first month of each school year, School staff shall evaluate students to ensure that they are appropriately placed in mathematics courses based on the objective measures listed above, including individual student progress. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Annually, School staff shall review student data related to placement and advancement in the mathematics courses offered at the school to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. School staff shall annually report the results of this examination to the Board. School staff shall also consider appropriate recommendations to the Board for removing any identified barriers to students' access to mathematics courses.

Appendix F



3 TIERS OF MTSS INTERVENTION



TIER 3

Individual Intervention:

- ASSIST FAMILIES IN REFERRALS TO OUTSIDE AGENCIES
- CRISIS RESPONSE
- COLLABORATION WITH FAMILIES TO ENSURE WRAPAROUND SUPPORT
- FREQUENT INDIVIDUALIZED PROGRESS MONITORING

TIER 2

Targeted Intervention:

- SMALL GROUP COUNSELING
- BEHAVIOR ACADEMIES WITH COUNSELOR AND ADMINISTRATION
- INDIVIDUAL SHORT TERM COUNSELING SESSION (6-10 WEEKS)
- BEHAVIOR SUPPORT
- CONFLICT RESOLUTION SUPPORT WITH ADMINISTRATION AND COUNSELOR
- ALL 4 YOUTH REFERRAL

TIER 1

Universal Instruction:

- SOCIAL EMOTIONAL LESSONS IN ADVISORY
- LEADER IN ME
- COUNSELOR LED CLASSROOM PRESENTATIONS ON ACADEMICS AND MENTAL HEALTH
- PARENT WORKSHOPS FOR FAMILY LEADERSHIP
- PBIS
 - RAVEN OF THE WEEK, STUDENT STORE, RAVEN CARDS

Appendix G

ASPEN RIDGE PUBLIC SCHOOL SOCIAL EMOTIONAL LEARNING



WHAT IS SOCIAL EMOTIONAL LEARNING?

Social-Emotional Learning (SEL) helps students develop the skills to:

- Understand and manage emotions
- Set and achieve positive goals
- Show empathy for others
- Build healthy relationships
- Make responsible decisions

WHY IS SOCIAL EMOTIONAL LEARNING IMPORTANT FOR TEENS?

Middle and high school are critical years for emotional growth. SEL helps students:

- Handle stress and peer pressure more effectively
- Improve communication and conflict resolution skills
- Strengthen focus, motivation, and academic performance
- Build confidence and a positive sense of identity
- Navigate social dynamics and prepare for adult life

WHAT SOCIAL EMOTIONAL LEARNING LOOKS LIKE AT ASPEN RIDGE

- Classroom discussions about emotions, decision-making, and relationships
- Group activities that build teamwork, respect, and empathy
- One-on-one or small-group counseling support
- School-wide focus on kindness, inclusion, and student voice
- Opportunities to reflect on values, goals, and personal growth



PROGRAMS ASPEN RIDGE WORKS WITH



Leader in Me



Second Step



When I Grow Up: Career and Life Readiness



Positive Behavior Intervention Support

SEL BUILDS LIFELONG SKILLS

When students feel safe, seen, and supported, they thrive—academically, socially, and emotionally.



For More Information

Phone: (559) 372-0080

Website: ridge.aspenps.org

Email: chandler.everill@aspenps.org

Appendix H

EL Master Plan

CURRICULUM AND INSTRUCTION

Chief Academic Officer
Curriculum Committee Team Members

BOARD OF DIRECTORS

John Grice, Board Chair
Alicia Varela, Secretary
Carlos Huerta, Vice Chair
Renee Dayton, Treasurer
Mark Snee, Member

CHARTER MANAGEMENT ORGANIZATION

ADMINISTRATION

Shelly Lether, Executive Director/CEO
Nicole Rivera, Chief Academic Officer
Sarah Crantz, Chief of Student Services Officer
Matt Flores, Chief Operating Officer
Terri Martin, Business Director
Hilary Downs, School Performance Analytics Director

ENGLISH LEARNER (EL) TEAM

Nicole Rivera, Chief Academic Officer
Sarah Crantz, Chief Student Services Officer
Site Directors and Assistant Site Directors
(Aspen Meadow, Aspen Valley, and Aspen Ridge)

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Professional Learning

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Alignment & Articulation

Providing Extra Resources

Family & Community Engagement

[*A list of common acronyms can be found here.](#)



Introduction

The Aspen Public Schools (APS) English Learner Master Plan was developed collaboratively with input from APS staff, students, and parents.

APS is dedicated to providing English Learners (ELs) with access to a 21st-century education that promotes high levels of English proficiency, mastery of grade-level standards, and multilingual development, in line with California's Vision of Success for English Learners.

Mission for English Learners

APS embraces the diverse strengths and needs of its EL students, preparing them for success in college, careers, and civic life in a global, multilingual world. We adhere to all legal requirements for EL services, including identification, placement, instruction, teacher training, reclassification, and program evaluation, ensuring that each student thrives.

Purpose of the English Learner Master Plan

The APS English Learner Master Plan aligns with California's Department of Education's English Learner Roadmap, providing clear guidance for EL programs, services, and practices that support multilingual students. It aims to create equitable opportunities for ELs to reach their full academic, linguistic, and social potential by updating policies and practices, aligning with research, and overcoming barriers to education. This effort reflects APS's mission of "transforming the community by developing exceptional leaders."

Highly Qualified Educators

APS hires teachers who are highly qualified for the position they assume and hold Cross-cultural, Language, and Academic Development (CLAD) or Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) credentials.

In the case of teachers holding an intern permit, Provisional Internship Permit (PIP), or Short-term Staff Permit (STSP), school leaders work closely with the individual to ensure they are making progress toward full credentialing, and parents are notified. These individuals are also assigned a mentor teacher and/or instructional coaching for support.

Guiding Principles

The [California English Learner Roadmap](#) from the California Department of Education aligns four principles to guide districts' work with EL students. These four principles also guide APS's work to ensure equitable access and achievement for our EL students and have provided a foundation for our work.



Assets-Oriented and Needs-Responsive Schools

APS prioritizes student-centered learning by valuing each individual's unique background and skillset. Teachers recognize the diverse experiences students bring to the classroom and leverage this knowledge to create inclusive and engaging learning environments. Our classrooms foster a culture of acceptance and inclusion, emphasizing an asset-based mindset where every student's contributions are valued and appreciated.



Intellectual Quality of Instruction and Meaningful Access

APS is committed to providing students with a rigorous, standards-aligned curriculum that meets its high expectations. Our teachers employ effective instructional strategies that support English language development while fostering critical thinking, problem-solving skills, and a rich vocabulary.



System Conditions that Support Effectiveness

APS is dedicated to supporting EL students and empowering our educators. We provide resources and professional development opportunities to enhance our staff's ability to meet the needs of our diverse student population. Professional learning focuses on research-based practices, cultural proficiency, data-driven decision-making, PLCs, MTSS, and other relevant areas to equip our educators with the tools they need to support all students effectively.



Alignment and Articulation Within and Across Systems

APS ensures that all English learners have access to a full, standards-aligned curriculum at every grade level, regardless of their English proficiency. We offer additional support tailored to individual student needs to facilitate their academic success.

Principle 1

Aspen Public Schools (APS) proudly serves a diverse student body, including over 125 English learners. We are committed to creating an inclusive and equitable learning environment where every student is valued and supported.

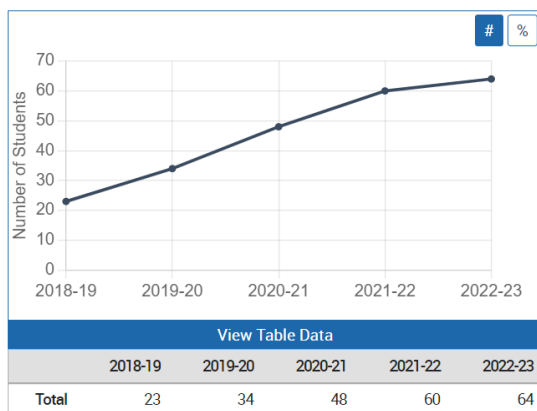
Assets-Based Belief

Our holistic approach ensures we meet the individual needs of all students, beginning with the designation process for ELs. This process accurately identifies students who qualify for language support, recognizing that our ELs bring a unique strength—the ability to communicate in multiple languages—with the potential for greatness.

Aspen Meadow (TK - 6th)

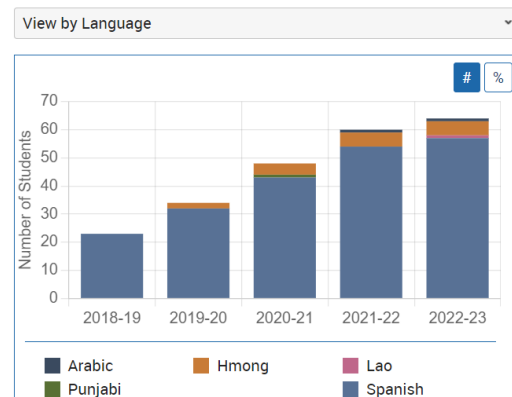
English Learners

Aspen Meadow Public
CDS Code 10-62166-0133942



Languages of English Learners

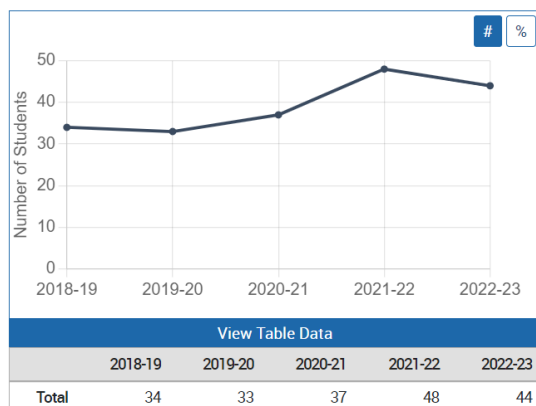
Aspen Meadow Public
CDS Code 10-62166-0133942



Aspen Valley (TK - 6th)

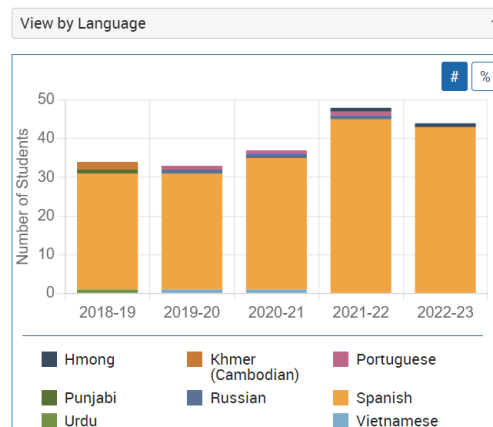
English Learners

Aspen Valley Prep Academy
CDS Code 10-62166-0106740



Languages of English Learners

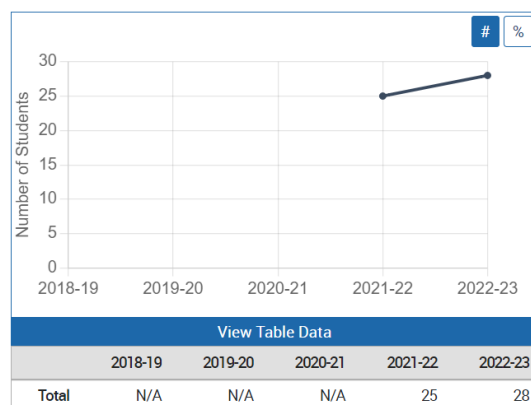
Aspen Valley Prep Academy
CDS Code 10-62166-0106740



Aspen Ridge (7th - 12th)

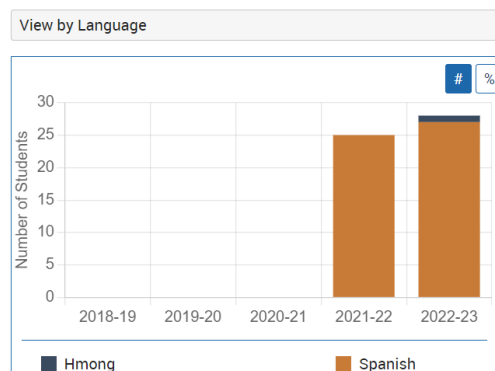
English Learners

Aspen Ridge Public
CDS Code 10-62166-0140806



Languages of English Learners

Aspen Ridge Public
CDS Code 10-62166-0140806



*Data Sources:

<https://www.ed-data.org/school/Fresno/Fresno-Unified/Aspen-Valley-Prep-Academy>

<https://www.ed-data.org/school/Fresno/Fresno-Unified/Aspen-Meadow-Public>

<https://www.ed-data.org/school/Fresno/Fresno-Unified/Aspen-Ridge-Public> and <https://dq.cde.ca.gov/dataquest/>

Enrollment, Initial Identification, and Placement

Upon registration at any APS school, all parents complete a Home Language Survey (HLS). This document is used to determine a student's primary language. In some cases, students may also complete a Primary Language Survey to gather further details about their home language. A sample of this document can be found here: [Home Language Survey Sample](#)

Students may also be given a Primary Language Survey to gather more information regarding their home language.

- ❖ If a parent/guardian's response to any of the first three questions is any language other than English, the student is assessed for English language proficiency with the initial English Language Proficiency Assessments for California (ELPAC) within the first 30 calendar days of enrollment. Based on these results, students are designated as Initial Fluent English Proficient (IFEP) or as EL; parents/guardians are notified of these results and are advised of placement.
- ❖ All students who are designated as ELs are assessed annually with the summative ELPAC in the spring.

Students who are identified as ELs receive instruction at various levels, tailored to their proficiency and grade level. Our goal is for all students, including ELs, to demonstrate academic growth throughout the year.

- ❖ All EL students are enrolled in Structured English Immersion (SEI) English classes, taught by teachers with appropriate EL authorization. In addition to core English instruction, students receive targeted English Language Development (ELD) support to foster cultural and linguistic growth.
- ❖ Our school staff regularly analyzes student data within their Professional Learning Communities (PLCs) to monitor progress and adjust instruction as needed to ensure the most effective learning experience for each student.
- ❖ Newcomers, At-Risk Long-Term English Learners (AR-LTEs), and Long-Term English Learners (LTEs) may receive more specialized instruction based on their language needs.

There is no single profile for an EL, and our leadership and staff embrace the opportunity to meet the varied academic, social-emotional, and linguistic needs of each EL typology. These typologies include:

- **Newcomers**
- **Well-Educated Newcomer/Immigrant**
- **Under-Schooled Newcomer**
- **Long-Term English Learner (LTE)**
- **At-Promise of Becoming a Long-Term English Learner (At-Promise LTE)**
- **English Learners with Disabilities (IEP)**

For further insights into the characteristics of these EL typologies, please see [Figure 1.0 in the EL Toolkit of Strategies](#).

Newcomer	AR-LTEs	LTEs
All Grades	Grades 4 & 5	Grades 6
Any student new to the US in the last year	4 or more years in US schools	6 or more years in US schools
*A newcomer who is reclassified will be moved out of the EL pathway 4 or more years in US schools, 1 or 2 on ELPAC S	1 or 2 on ELPAC	Did NOT make annual progress on ELPAC
	Standards not met on CAASPP	Standards not met on CAASPP

Reclassification and Monitoring

Reclassification is the process of identifying English learners who have become so proficient in English that they can successfully participate in regular English-only instruction. These students, known as Reclassified Fluent English Proficient (RFEP), were originally classified as English learners when they enrolled in school but have since demonstrated a high level of English proficiency.

After students take the English Language Proficiency Assessment for California (ELPAC), a collaborative team, including teachers, parents, and the student, reviews the student's data and discusses their progress. Students who meet the necessary criteria can transition out of the EL program.

Kindergarten - Eighth Grade Criteria for Reclassification	
English Language Proficiency Assessment for California (ELPAC)	Overall Score of 4
Comparison of Performance in Basic Skills (<i>Standardized Assessments</i>)	Most recent iReady Diagnostic scoring in “early on grade level” or “mid or above grade level” or CAASPP ELA Scale Score
Comparison of Performance in Basic Skills (<i>Additional Data/Assessments</i>)	At the beginning of the year, the CKLA Assessment End of Year CKLA Assessment
Team Recommendation	• Teachers will evaluate curriculum mastery data and share recommendations via Google form • The assessment coordinator compiles data and shares recommendations with the teaching team and administrators • All parties sign the form; the assessment coordinator files
Parent Consultation	Parents or guardians are formally notified of their child's language reclassification and placement, including a detailed description of the reclassification process and opportunities for parental involvement. Parents are encouraged to participate actively in the reclassification process by offering their opinions and consultation.

Grades 9+ Criteria for Reclassification	
English Language Proficiency Assessment for California (ELPAC)	Overall Score of 4
Comparison of Performance in Basic Skills (<i>Standardized Assessments</i>)	CAASPP ELA Scale Score** or most recent Star Diagnostic scoring in “early on grade level” or “mid or above grade level” (see “grade equivalent (GE)” score ex, 9.3)
Comparison of Performance in Basic Skills (<i>Additional Data/Assessments</i>)	Teachers review English course assessment performance and project completions
Team Recommendation	• Teachers will evaluate curriculum data and share recommendations via Google form • The assessment coordinator compiles data and shares recommendations with the teaching team and administrators • All parties sign the form; the assessment coordinator files
Parent Consultation	Parents or guardians are formally notified of their child's language reclassification and placement, including a detailed description of the reclassification process and opportunities for parental involvement. Parents are encouraged to participate actively in the reclassification process by offering their opinions and consultation.

Reclassification Monitoring

California Education Code 313(d) mandates that all reclassified English Learners (ELs) be closely monitored for a four-year period. This involves regular reviews of the student's academic progress and achievement to ensure ongoing success. If a student shows signs of falling behind, appropriate interventions must be implemented to support their progress.

At APS, the four-year monitoring process requires teachers and site administrators to complete a yearly reclassification evaluation in the student information system. The evaluation questions assess the student's grades, assessments, and social-emotional progress compared to their peers. If a student demonstrates signs of struggling or falling

behind, schools are obligated to provide, document, and monitor all interventions and additional support offered to help the student succeed in the school's regular education program.

Provisions for English Learners with Disabilities

EL students who are dually identified may require additional support and/or accommodations. This knowledge empowers our site teams to collaborate closely with our Special Education teams, ensuring that all students receive the individualized support necessary for success.

An EL student's progress may not be due to a lack of English language understanding but may be due to learning gaps or a possible learning disability. In this case, a student may be recommended to the Student Study Team (SST). A student may not be referred for special education services unless it can be established that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over a significant period of time, have been confirmed not to work. The SST identifies academic and linguistic concerns, designs a positive course of action, and monitors the impact.

Students referred for further assessment may qualify for an Individualized Education Plan (IEP), which outlines specified goals, services, and supports tailored to their unique needs. Qualifying an EL student for an IEP involves careful consideration of factors such as:

- Identifying the differences between language acquisition delays and delays related to a potential disability.
- Investigating and understanding the students' language levels in English and their home language.

If a student is identified for special education services, an individualized education program (IEP) for an English learner with exceptional needs is developed, reviewed, and revised. IEP documents any provisions needed regarding English language development. It will be translated for parents as appropriate.

Students on an IEP will continue to receive ELD instruction in conjunction with their core curriculum, adapted to meet their individual needs. APS follows the state-recommended guidelines for the reclassification of Students with Special Needs. More information about these reclassification guidelines can be found [here](#).

When a student's IEP team determines that the pupil has a significant cognitive disability that prevents them from participating in the initial or summative assessment, or

a section of either test, even with resources, the student shall be assessed as specified in the student's IEP. (5 CCR Section 11518.30)

Principle 2

Goal 1 in our strategic plan is to meet the needs of ALL students. This requires us to hold high standards for both our staff and students. Our staff is committed to achieving this goal through their work with instructional programs across the district, including their dedication to supporting our English language learners.

Instructional Program

At Aspen Public Schools (APS), our ELs are immersed in a rigorous, standards-aligned curriculum designed to help them achieve academic excellence on par with their peers. APS staff recognize the pivotal role of collaborative discourse and academic vocabulary in fostering English language development across all subjects throughout the school day.

Our adopted English Language Arts curriculum incorporates designated and integrated English Language Development (ELD), aligning with California's ELD standards. Additionally, the district provides supplementary resources, including online tools, to further support language acquisition during integrated and designated ELD instruction.

All EL students at APS are placed in a Structured English Immersion (SEI) setting alongside their peers, ensuring access to core content, grade-level standards, and integrated ELD instruction. In SEI classrooms, EL students receive the same rigorous, standards-based curriculum as all other students, with differentiation tailored to meet their diverse needs. Teachers employ various student engagement techniques to promote active participation across all student groups. These include using visuals, a range of question types, and research-based strategies that foster discourse, language development, and critical thinking. Additionally, seating arrangements, anchor charts, modeling, and other evidence-based practices are utilized to enhance learning.

EL students also receive designated ELD instruction aligned with the California ELD standards, targeting their specific language proficiency levels. Tutoring and additional interventions are available through school site programs to further support their success. These supports include opportunities for students to attend summer school, focusing on academics, language acquisition, and enrichment. Services and programs for EL students, including cultural and language development, additional supports, and

summer learning opportunities, are funded through general fund resources and LCAP funds.

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from the specified curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

To enhance our EL language development, APS has implemented a comprehensive designated ELD curriculum. This curriculum is designed to provide targeted instruction and support to help ELs acquire English proficiency. The following table outlines the specific programs used in each grade level:

Grade Level	Designated ELD Curriculum
TK- 5	CKLA Language Studio
6th	Inside Fundamentals
7th- 12th	Launch to Literacy

Instructional strategies and materials are differentiated for ELs based on grade levels to ensure they receive the support needed to develop language proficiency while mastering grade-level content.

For younger grades (K-2), the focus is on building foundational language skills through phonics-based approaches, visual aids, and hands-on activities. Teachers use scaffolding techniques, such as sentence frames, word banks, and guided reading practices, to help students engage with content while developing their vocabulary and comprehension. Instructional materials include picture books, visual learning charts, and language-rich activities that integrate speaking and listening skills.

In upper elementary grades (3-6), strategies shift towards enhancing academic language and comprehension. Teachers integrate more complex texts and emphasize reading comprehension strategies, such as summarizing, questioning, and making

inferences, while providing scaffolds. Digital resources and interactive software are also used to support ELs in understanding challenging concepts. Instructional materials include leveled readers, graphic organizers, and collaborative group activities that promote language development alongside content mastery.

For middle and high school ELs (7-12), instructional strategies focus on academic language development in content areas like science, history, and mathematics. Teachers use differentiated materials such as modified texts, glossaries of key academic terms, and sentence starters for writing assignments. Instruction is geared toward developing social and academic language, focusing on preparing ELs for more advanced coursework. Language development is supported through structured peer discussions, targeted writing assignments, and the use of bilingual aides, where available.

IB, Advanced Placement, and A-G Subject Requirements

For ELs who demonstrate advanced proficiency, schools provide access to more rigorous academic programs such as International Baccalaureate (IB) and Advanced Placement (AP) courses. These courses help meet A-G subject requirements necessary for university admission. Schools ensure that ELs, including Long-Term English Learners (LTELs) and those at risk of becoming LTELs, are not limited in their academic opportunities and can fulfill A-G subject requirements through targeted supports.

Parent Notification

APS prioritizes strong partnerships with parents and guardians as key to student success. We are committed to providing clear, timely, and transparent communication with families to ensure they are informed and actively involved in their child's educational journey.

- **Initial Placement Notification:** After a student's initial ELPAC assessment, parents/guardians are notified about their child's placement in a language development program.
- **Annual Updates:** Parents/guardians receive annual updates on their child's language program placement and progress.
- **Progress Reports:** Parents receive regular progress updates on their child throughout the school year. The timing and format of these updates may vary by school site and grade level.

- **IEP Modifications:** If an EL student has an IEP, parents are notified about any specific language support modifications or accommodations. Parents should work with the IEP team to discuss any concerns.
- **Reclassification Notification:** When a student qualifies for reclassification, the school informs parents and invites them to celebrate this achievement with their child.
- **Intervention & Summer School:** If a student needs additional support, such as summer school or interventions, parents are directly notified by their school site.

Cultural Identity

At Aspen Public Schools, we deeply value the cultural diversity of our staff, students, families, and educational partners. We are committed to recognizing the strengths our EL students bring to our community. We take an asset-oriented approach, understanding that being multilingual enriches our school environment and better equips our students for college and future careers.

Our schools incorporate texts and activities that engage students and reflect the diverse cultures present within our community. Students are given opportunities to share their own cultural experiences and learn about others through classroom lessons, school-wide events, and activities. This exchange of cultural knowledge helps to foster a more inclusive and understanding environment.

At each APS school site, students engage in social-emotional learning throughout the day, focused on building relationships, creating safe learning spaces, and promoting inclusion and affirmation. This is supported through district-approved curricula such as Second Step and the Leader in Me program, which emphasize acceptance, inclusion, and leadership development.

Additionally, APS schools host various multicultural events to celebrate diversity and teach acceptance.



Principle 3

By actively contributing to Strategic Goal 3: Investing in Staff, APS collaborates with school leaders to enhance the capacity of teaching teams through data-driven instruction, professional development, and the PLC process. This approach emphasizes the analysis of overall and subgroup data to inform instructional decisions and promote continuous improvement.

APS utilizes various assessments to monitor ELs' progress throughout the year. This data informs teaching practices and interventions, ensuring students are on track for academic success.

Assessments and Monitoring

Key Assessments for EL Students

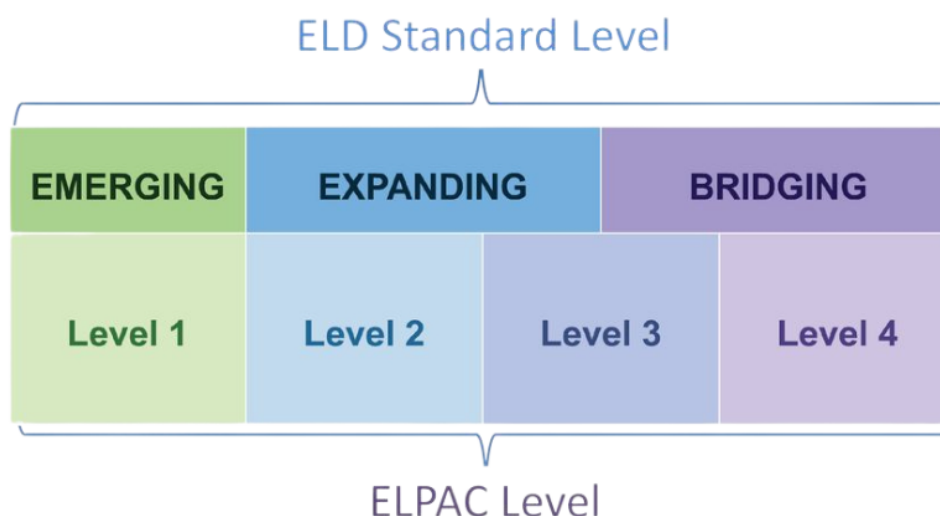
Assessment Type	Purpose	Frequency
iReady Diagnostics	Benchmark academic progress in Grades K-8th	Administered multiple times a year
STAR	Benchmark academic progress in Grades 9+	Administered multiple times a year
Curriculum Assessments	Measure student understanding of Common Core State Standards	At progress monitoring points during the year
California Assessment of Student Performance and Progress (CAASPP)	State assessment for all students in Grades 3-8, and 11	Annually
ELPAC (English Language Proficiency Assessments for California)	Measures English proficiency for ELs	Administered annually
Alternative ELPAC	For ELs with significant cognitive disabilities	Administered annually

In addition to these assessments, Long-Term English Learner (LTEL) and reclassification data are regularly reviewed to ensure that students are progressing toward English proficiency.

Summative ELPAC Details

Aspect	Description
Administration Window	February – May 31
Who Takes It	All English learners in grades TK–12 until reclassified as Fluent English Proficient (RFEP)
Domains Assessed	Listening, Speaking, Reading, Writing
Test Format	Computer-based; administered individually (K–1) and in groups (Grades 2–12, except Speaking)
Timing	Untimed; testing duration varies by grade, domain, and individual student

ELPAC and ELP Score Ranges



Sample ELPAC score reports can be found [here](#). You can read about Proficiency Level descriptors [here](#) to learn more about them.

Alternative ELPAC

APS uses the Alternative ELPAC for English learners with significant cognitive disabilities. This assessment is aligned to the same domains and standards but is tailored to meet the specific needs of these students as per their IEP.

Professional Development

APS invests in ongoing professional development for teachers and school leaders to ensure a supportive learning environment for all students, including English Learners. These efforts align with APS's 2024-2025 LCAP, which outlines a PD plan to improve EL program delivery, reclassification rates, and academic success.

Teachers receive ongoing PD focusing on research-based strategies for enhancing EL student engagement, language acquisition, and academic achievement. Through PLCs, teachers collaborate to analyze student data, share best practices, and plan for effective instruction in general education classrooms and designated ELD settings.

School leaders also participate in targeted PD to develop the skills and knowledge necessary to support teachers in delivering high-quality ELD instruction. This includes training in best practices, instructional coaching, and critical reflection on their own approaches to supporting EL learners.

Teachers’ PD Topics	Leaders’ PD Topics
Data Analysis & PLCs	MTSS (Multi-Tiered Systems of Support)
Language Acquisition & Literacy Strategies	Cultural Competency & Social-Emotional Learning
Diversity & Cultural Competency	EL Coaching for Integrated and Designated ELD
Differentiation & Scaffolding for EL Learners	Critical Reflection of Practices
Core Knowledge Language Studio / Cengage Curriculum	Instructional Leadership Development
ELPAC Assessment Training	
Communication with EL Families	

Program Monitoring and Evaluation

Charter Management Organization (CMO) leaders and school leaders at APS are responsible for evaluating the effectiveness of the curriculum, strategies, and overall programs for our EL students. This evaluation is determined by multiple factors, including annual progress, reclassification rates, the number of Long-Term English Learners (LTELs), and educational partner feedback.

The Chief Academic Officer (CAO) and School Data Analyst work closely with school leaders to evaluate EL programs, audit curriculum, and support teacher development. The CAO will also ensure students have access to standards-based instruction and integrated and designated ELD time.

The Master Plan for English Learners will also be used as a framework to support strategies for EL students. To ensure compliance, APS has also outlined specific goals and actions in the Local Control Accountability Plan.



APS ensures that its EL programs are aligned with Strategic Plan Goal #2, Reestablish Family Relationships, and Goal #4, Establish Operational Effectiveness by focusing on alignment across grade levels, providing extra resources, and ensuring coherence across schools.

Alignment & Articulation

APS empowers each school to design schedules and systems that best meet the needs of its site, staff, and community. At each site, schools are engaged in various efforts to support language development, including:

- Ensure there is a clear and systematic progression of language development expectations from transitional kindergarten through secondary levels.
- Use of adopted core curriculum to maintain consistent, standards-aligned instruction.
- Implement language-rich ELA curricula that align with elementary language expectations.
- Use of adopted ELD curriculum to maintain consistent, ELD standards-aligned instruction.
- Implementation of research-based supplemental materials and strategies
- Employment of bilingual instructional aides to provide additional language support, especially for younger learners.
- Certificated staff teach both designated ELD time and integrated ELD instruction to help students with language development and core subjects.
- Classified staff working alongside classroom teachers to provide additional assistance in various content areas, as needed.
- Foster strong collaboration between elementary and secondary schools to ensure smooth transitions for ELs as they progress through different educational stages.
- Use data-driven monitoring tools to assess EL students' progress, ensuring that reclassification criteria are clear and consistently applied.
- Regularly evaluate program effectiveness and make adjustments based on feedback from teachers, students, and families.
- Create opportunities for teachers across grade levels to collaborate, sharing data and strategies to support ELs' continuous language growth.

Providing Extra Resources

Our Extended Learning Opportunities Program (ELO-P) and Community Schools provide APS students with extended learning time and additional support, including tutoring and social-emotional resources.

Grade Level	Program/Support	Description
Elementary School	Extended Learning Opportunities Program (ELO-P)	Provides additional instructional time to through homework help and academic time to strengthen English language skills after school and during intersession breaks.
	Community Partnerships: Reading Excellence Center & Eurgubian Academic Center	Offers targeted tutoring in reading and math to support English learners in key academic areas.
Middle/High School	Office Hours	During office hours, students can receive personalized academic support from teachers in one-on-one or small group settings, as needed
	Community Partnerships: Troy Center & Eurgubian Academic Center	Offers after-school tutoring and mentoring

Family and Community Engagement

APS values the strong partnership between staff, parents, and community members, and provides many ways for everyone to get involved in the education of our students. These opportunities for parent involvement include but are not limited to:

- Parent Advisory Committees (PAC)
- English Language Advisory Committees (ELAC)
- District English Learner Advisory Committee (DELAC)
- Community Schools Advisory Committee
- Family Leadership/Lighthouse Teams

According to California Education Code (EC 52176(b)), APS schools with 21 or more EL students are required to establish an ELAC, and APS schools with more than 51 EL are also required to have a district-wide DELAC.

Below is an overview of the ELAC and DELAC committees:

Committee	Purpose	Participation Requirements	Key Functions
ELAC	School-level committee focused on EL student support	Parents of EL students must represent the same percentage on the committee as their children represent in the student body	Promotes collaboration between parents, schools, and the district to support EL students
DELAC	District-level committee advising on programs and services	Open to parents of EL students, who provide feedback and advice for district programs	Provides parent training and advises the district on EL programs and services, ensuring alignment with the California EL Roadmap. Feedback is considered in the LCAP.

APS also offers a variety of parent engagement opportunities through events such as Coffee with the Principal, Snack Chats, or Pastries with the Principal. These free events provide a chance for families to engage with school leaders. For more details, visit the school's calendar and check ParentSquare for updates.

APS works closely with over 40 community organizations to offer a variety of support services to our families. Some of our community partners include:

- [Big Smiles](#)
- [See2Succeed](#)
- [RISE \(Resiliency Center\)](#)
- [All4Youth](#)
- [FairSchools](#)
- [Central Valley Justice Coalition](#)
- [CalFresh](#)
- [Fresno Mission City Center](#)
- [Teaching Fellows](#)
- [California State University, Fresno](#)
- [Rescue the Children](#)
- [Troy Center](#)