



Alliance Charter Academy Student and Family Handbook

*Academic Excellence Through Personalized Learning
& Community Partnerships*

2016-17

Table of Contents

Mission and Vision	2
Education Specialists	3
ES Weekly Meeting Guidelines	3
Learning Records	3
State Testing	5
ACA Campus Guidelines	5
Attendance Policy for ACA	5
Attendance for Site-based Classes	5
Body of Work / Attendance	6
Building Maintenance	6
Bullying Prevention Practices	6
Cell Phones	7
Closures	8
Common Areas	8
Community Service	8
Copier	8
Dress Code	8
Dropping Off and Picking Up 7th-12th Grade Students	9
Family Study Areas	9
Holidays	9
Illness	9
Library	9
Parking	10
Pet Policy	10
Playground	10
School Communication	10
Student Discipline	10
Student Organization	10
Student Safety	10
Study Hall	11
Truancy	11
Unscheduled Time	11
Visitors	11
Volunteering at ACA	11
Site-Based Classes	12
Allotments and Vendors	12
Allotment Overages for On-site Classes	13
Cell Phones	13
Class Fees	13
Class Charges for Site-Based Classes	13
Grades	13
High School Credits Credits Prior to 9th Grade	13
Late Work Policy	14
Punctuality	14
Staff Email	15
Notification of Rights Under FERPA for Elementary and Secondary Schools	16
Appendix	18
ACA Plagiarism Policy and Contract	19
Student Organizations	21
Attendance Definitions	24

Alliance Charter Academy Student and Family Handbook

Welcome to Alliance Charter Academy (ACA). ACA was created for the homeschooling community with a vision to personalize learning through a collaboration of family, community, and school; to nurture the innate curiosity of the student; to ignite a passion for learning; and to prepare students for lifelong success.

ACA's Mission

Our mission is to personalize learning through a collaboration of family, community and school; to nurture the innate curiosity of our students; to ignite their passion for learning; and to prepare them for lifelong success.

ACA's Vision

Instruction that supports diverse, personalized approaches towards learning:

- Student-centered, authentic, flexible, and creative.
- Meets diverse educational needs and learning styles (tutors, inquiry-based, field trips, hands-on, mentors).
- Delivered by positive and enthusiastic teachers who are knowledgeable about their subjects.
- Student-driven, wherein the student assumes responsibility and ownership for his or her education.

Curriculum that supports families with educational resources, guidance, and opportunities:

- Comprehensive and state standards-based.
- Supports diverse educational needs and learning styles.
- Focuses on student-centered, individualized learning.
- Incorporates challenging and engaging learning materials and activities.

Assessment that supports diverse and personalized approaches:

- Ongoing and formative.
- Assumes high expectations for students.
- Respects different learning styles by providing a variety of assessment methods.
- Involves students in goal-planning and reflective self-assessment.

Environment is a safe and nurturing learning environment for all community members:

- Provides opportunities for all students to learn positive academic, social, and life skills.
- Respects diversity while valuing community goals and partnerships.
- Safe, fun, and respectful.
- Inclusive and encouraging of open and honest communication among all students, parents, and staff.
- Small class sizes and warm, welcoming spaces.
- Students, parents, and staff work to promote the culture of ACA.

As a parent who is crafting your child's education, you have chosen ACA to partner with you in that journey. We will do our professional best to be a public school that lives up to that partnership, while you, the parent, will strive to do your personal best within the responsibilities and expectations that come with such a choice. We have created this handbook to clarify the expectations for parents and students.

Education Specialists

Education Specialists (ESes) work hand-in-hand with the student and parents to determine an appropriate curriculum and to create a Personalized Learning Plan. ESes develop an understanding of each student's learning style, goals, and interests and they meet weekly with the student to document the student's progress in a Learning Record.

ES Weekly Meeting Guidelines for Parents

- Meetings may be arranged at school, in the home, or at other public locations where other adults are present. Generally ES meetings take place on the ACA campus.
- One meeting a year is required be a home visit. The unique relationship between an ES and student is strengthened by home visits where the ES can meet the family pets, see the tree fort out back, meet siblings, etc. The visits give an ES a deeper understanding of the student's passions and abilities.
- By law, students are required to attend each weekly ES meeting. One week each month, ESes meet for collaboration with departments and other ESes. Although they will not be meeting face-to-face with families during this week, ESes may have informal contact with the families by phone, email or in person.
- In order to assess a student's progress toward meeting state standards, students will bring their weekly body of work to every ES meeting unless otherwise indicated by the ES.
- Attendance at weekly meetings will be determined and recorded on the "Student Attendance Sheet."
- The student's learning records may be accessed online through your ES.
- If a meeting is missed due to illness or other emergency, the parents will need to reschedule a time to meet with the ES. To respect the ES's time and to use the school's resources wisely, families are required to give 24 hour notice if a meeting needs to be rescheduled. The ES must be notified directly by email or phone. Families will be allowed one missed meeting without advance notice; thereafter any meeting missed without notification will result in a charge to the student's allotment. Families will be billed directly when allotment is depleted. Families will make up missed meetings promptly.
- All public schools in the state of Oregon are subject to the "10-Day Rule." If a student does not have contact with the ES for more than 10 consecutive school days, then the student will automatically be withdrawn from ACA. For ACA's purposes, student contact is defined as a face-to-face meeting or a telephone conversation with the student's ES. Telephone conversations may only take the place of face-to-face ES meetings in extenuating circumstances.

Learning Records

The purpose of the Learning Record is to document for the state the curriculum, learning standards and method of study assigned by the ES and completed by the student. In addition, the Learning Record will include the assessments overseen by the ES to assure the standards were met. Religious or sectarian curriculum materials and instruction may not be overseen by the ES and thus may not be included in the learning record.

Parents, students, and ESes will design personalized learning plans that meet the yearly required state standards appropriate for the student's instructional level.

The Learning Record includes the following components: the course title, curriculum materials used, standards covered, method of study, and assessment method(s) used by the ES. The student's learning records may be accessed online through our Synergy Student Information System.

Course Title:

For grades K-8, a minimum of six of the nine core courses (Language Arts, Math, Social Studies, Science, Technology, Art, Music, Health and P.E) will be listed on the Learning Record. High school students also need six courses to be considered full-time.

Curriculum Materials Used:

The student's curriculum materials will be documented in the Learning Record. The ES may only oversee non-sectarian curriculum materials.

Standards/Concepts:

Standards, as defined by the Oregon Department of Education, will be listed for each course.

Method of Study:

The method of study will describe how the student learned the concepts. The methods used to teach the standards may include, but are not limited to, several of the following: reading literature, viewing videos, taking field-trips, listening to podcasts, working with mentors, listening to books on tape, completing workbook pages, taking classes on campus and in the community, conducting research, playing educational games, reading textbooks, direct instruction from a teacher/tutor, correspondence with experts in the field, using online lessons, conducting interviews, creating/working on projects, using experiments, utilizing computer programs, using online resources, reading reference books, viewing television series, participating in work-study, group discussion, simulations, creating graphic organizers, writing in journals, creating field guides, writing book reports and essays, making notes, constructing models, and independent practice.

Assessment:

Assessments are used to evaluate the progress of the student in his/her studies. The following are suggested methods for assessment: journals, essays, projects, group and/or individual discussion, drawings/diagrams, displays, video recordings, audio recordings, tests and quizzes, book reports, narratives of experiences, interview, group discussion, graphic organizers, field guides, computer summaries of skills, teacher observation, outlines, slideshows, speeches, demonstrations, portfolios, simulations, games, products of the study, dioramas, models, online evaluations, documentation of research, pictures, workbook pages, letters and/or conversations from teachers, and learning logs.

Informal Work Samples:

Informal work samples are examples of student work that are used to document learning in each course studied for a given month. Informal work samples may be gathered from any of the curriculum overseen by the ES. ESes may not collect informal work samples from sectarian curriculum materials. Some samples may be used for multiple courses (i.e. a spreadsheet document may simultaneously serve as a work sample for math and technology).

Informal work samples may include, but are not limited to, the following: worksheets, projects, journals, student-generated games, graphic organizers, outlines, videos, audio recordings, book reports, research notes, learning logs, photographs, essays, stories, PowerPoint slideshows,

spreadsheets, fliers from concerts or programs the student participated in, tests, quizzes, narratives of experiences, timelines, drawings, diagrams, etc.

State Testing

ACA's charter with Oregon City School District states, "... the percentage of students at each grade level of ACA's students... shall be at or above the percentage of the District's students who meet or exceed... the state assessment."

OAKS (state required test):

The OAKS test is the State of Oregon science tests administered in grades 5, 8 and 11. OAKS testing sessions are scheduled on Fridays beginning in the spring. Please see your ES for specific dates and times.

Smarter Balanced:

Smarter Balanced is the new state test that will be administered once a year in grades 3-8 and 11 in areas of math and English language arts. In January, you will be receiving additional information on how best to prepare your child for the test. The testing schedule is listed in ACA's Academic Calendar. You may visit the Oregon Department of Education website for more information and to view sample questions.

Formal State Work Samples:

State work samples are required every year in the areas of math, science, writing, and speaking and are used to track yearly student growth.

By collecting formal state work samples, ACA is in compliance with Oregon City School District and State of Oregon requirements and allows for another method of demonstrating a student's academic progress in the areas of math, science, writing, and speaking. If a high school student does not earn the required passing scores in math, reading, and writing by the 11th grade, formal state work samples are an acceptable alternative assessment for graduation requirements.

The formal state work samples are completed at school under the direction of the ES or classroom teacher. More information about work samples, scoring guides, and sample papers may be obtained through your ES.

ACA Guidelines

Attendance Policy for Alliance Charter Academy

Attendance is one of the biggest indicators of school success. Students who attend school regularly are naturally exposed to more than those who are routinely absent. Alliance Charter Academy works together with families to encourage and ensure regular attendance at school. Oregon law (ORS 339.065) requires regular attendance. Regular attendance is defined by Oregon law as attendance which does not include more than eight (8) unexcused one-half day absences, or the equivalent in any four week period school is session. Please see the Appendix for further definitions on attendance.

Attendance for Site-based Classes

ACA is required to notify parents/guardians (or other person designated by the parent or guardian) before

the end of the school day if their child has an unexcused absence. Parents / guardians will be notified via School Messenger, ACA’s school-wide communication system.

Examples of excused and unexcused absences:

<u>Excused Absences</u>	<u>Unexcused Absences</u>
<ul style="list-style-type: none"> ● Student Illness ● An emergency such as death, accident, medical or injury ● Dentist, doctor or court appointment (please schedule these outside of school hours) ● Teacher / Administrator arrangements 	<ul style="list-style-type: none"> ● Student slept in ● Student is absent without excuse by the parent or guardian ● Tardy / Late passed allowable tardy time ● No transportation to school ● Care of other siblings ● Student leaves school or class without permission from the teacher or administrator

Notification by Parent/Guardian for Excused Absences

Parent/Guardian notification may come in the form of a note, an email, a reply to an auto-dialer call, in person or over the phone and must go through the school office.

Body of Work / Attendance

Attendance for an ACA student is defined by the body of work the student has completed as determined by the Personalized Learning Plan (PLP). PLP’s are developed at the beginning of the year in collaboration with the ES to determine how the state standards will be covered in the course of the school year. As a public charter school, ACA is held accountable for covering the state standards for each grade level. The PLP will vary for each student depending on the student’s needs and abilities.

It is the responsibility of the ES to evaluate a student’s body of work in order to determine if adequate and appropriate progress toward the state standards as assigned for the student’s grade level has been met. The body of work must support the number of days of attendance assigned by the ES on a monthly basis.

If an ES is unable to give full attendance for a month, the ES and the parent will meet with the Parent Liaison or the Assistant Director to review and discuss the student’s PLP to determine how ACA may be able to bring in additional resources to support the parent and the student.

Building Maintenance

We are responsible for the upkeep of our building, so everyone’s contribution is appreciated in the daily effort to keep our campus clean. There is a volunteer bulletin board with daily and weekly tasks posted to make it easy to help out regularly, and clean up days are scheduled throughout the year.

Bullying Prevention Practices

Alliance Charter Academy staff, students, and parents are committed to making our school a safe and caring place for all. We will treat each other with respect and will refuse to tolerate bullying in any form at our school.

Bullying is a one-sided offense that happens repeatedly, intentionally making someone else feel threatened, belittled, afraid, left-out, hurt, or in any other way upset. Bullying is defined by the victim and not excused because the bully thinks that he or she was “just joking.”

Examples of Bullying:

- Hurting someone physically by hitting, kicking, tripping, pushing, etc.
- Stealing or damaging another person’s things
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs, making fun of the person’s name, race, sexual orientation, beliefs, etc.
- Spreading rumors about someone
- Leaving someone out or trying to get other kids to not play with or not like someone
- Cyber-bullying (any use of technology to bully others)

Staff will prevent bullying and create a safe environment by:

- Watching for signs of bullying, such as name-calling, leaving students out, teasing
- Taking parent’s and student’s reports of bullying seriously
- Assigning consequences for bullying as listed below

Students will prevent bullying and create a safe environment by:

- Treating each other with respect
- Refusing to bully others
- Refusing to watch, laugh, or join in when someone is being bullied
- Trying to include everyone in activities, especially those who are often left out
- Reporting all bullying to a teacher, ES, counselor, or administrator
- Older students will lead by example for the younger students

The following consequences may be taken when a student bullies:

- Parent contact
- Review Bullying Prevention Practices with a counselor, ES, and/or administrator
- Community service
- Removal from class or a certain space for a selected period of time
- Parent required to attend classes with child
- Loss of on-campus privileges
- Out-of-school suspension with a required reinstatement plan in place

Cell Phones

Please turn off your cell phone ringers while in the building. If a parent must take or make a call, please step out of the classroom. Students will keep their cell phones in their backpacks unless it is being used for work in the class as indicated by the teacher.

Closure

ACA classes will follow Oregon City School District's inclement weather closures or late starts. In the case of an emergency closure in the middle of the day, families will need to have a plan in place to transport their children home. Check the ACA website for the most up-to-date closure information.

Common Areas

There are three common areas at ACA: the cafeteria, study hall, and library. Each space has its own purpose and expectations, and these will be displayed in each room for all to follow.

Community Service

Community Service is an important, lifelong habit and a wonderful way to benefit our students, school, and community. This service can include any form of service that benefits others in the community. Volunteer time at ACA may count toward community service hours. Students are required choose at least one community service project a year and to keep track of all their community service hours on their Community Service Log.

Curriculum

At ACA, family members and educational specialists (ES), work together to choose curriculum and learning materials that best meet the needs of the students. Families may use allotment to purchase curriculum that is non-sectarian and that directly supports the courses of study on the student's Semester Course Agreement. The curriculum catalog supplies a list of recommended curriculum for core subjects. **Math curriculum must be selected from the approved math curriculum list in the curriculum catalog.**

All non-consumable curriculum must be returned at the end of the school year, or upon withdrawing from ACA. Curriculums are paid for with public school funds and belong to Alliance Charter Academy. This includes non-consumable texts, computers and other similar items. Families will be charged out-of-pocket for missing or damaged materials.

Copier

The copier in the office is available for families to make photocopies. Because of privacy and availability issues, the copier in the ES room is reserved for staff.

Dress Code

ACA dress code guidelines are as follows:

1. To ensure adequate coverage of the body at school and school activities, the following articles of clothing are not permitted:
 - a. See-through garments; backless, strapless or spaghetti strap dresses or tops; halter-tops; any tops that expose cleavage; bare-midriff tops (tops and bottoms must touch when the student is standing); muscle shirts; or sleeveless undershirts that expose the torso.
 - b. Shorts, skirts, pants, and tops that fail to conceal undergarments when the student is standing or sitting. Shorts, skirts, or dresses that are shorter than the finger tips when arms are held at sides, or that expose undergarments when standing or sitting.
2. Shoes shall be worn at all times. Shoes that interfere with safe play and instructional activities are inappropriate.
3. Clothing, accessories, and jewelry shall be free of writing, pictures, symbols, or any other insignia that are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing,

accessories, or jewelry that degrade any cultural, religious or ethnic values, that advocate racial, ethnic, or religious prejudice or discrimination, or that promote the use of tobacco, drugs, or alcohol or any unlawful acts are prohibited.

4. The wearing of hats indoors is left to the discretion of the administration and teaching staff.

Dropping off and Picking Up 7th-12th Grade Students

Unaccompanied students may not be dropped until 15 minutes before their first class. At no time may a parent drop off a student before the school is open. In order to be on campus without a parent, students must be able to navigate the building independently. If a student lacks the maturity to be on campus independently, it is at the discretion of the administration to require a parent to remain on campus.

ACA is an open, unsecured campus at all times. All 7th-12th grade students should be picked up immediately after their last class of the day. If a parent can not pick up a student after the student's last class, the student must be enrolled in study hall. The ACA office closes at 4:00 pm. All students must be picked up by that time unless students are participating in a class or on-site activity.

Family Study Area

ACA has a Family Study Area in the cafeteria for parents to care for their young children while on the premises. The Family Study Area has an area for toddlers to play and an area for parents who want a place to homeschool their children. Please make sure the area is neat and clean when leaving.

Holidays

ACA has its own school calendar, and our holidays may not follow Oregon City's school calendar. Check the academic calendar or ACA's website for details.

Illness

If your child has a fever that is greater than 100.5, the child needs to be kept at home. Students may return to school when their temperature falls below 100 degrees (orally) for a minimum of 24 hours without the use of Tylenol or other fever reducing medicine. If your child cannot attend class due to illness, please notify the office directly at 503-785-8556.

Library

The ACA library welcomes visitors to investigate, discover, and explore. Each registered student, staff member, and family member has a unique ACA identification number that will be used to check out books. If you know your number, you can tell it to the library aide (LA) when you are ready to check out. If not, the LA can look up your number using your name.

It is each person's responsibility to clean up after him or herself. Use shelf markers to hold the place of a book on the shelf while you look at it. Please do not leave books on the tables for others to put away. Each borrower may have up to 8 items checked out at any time.

Check-out period is four weeks. Overdue books must be returned before checking out additional books, even if you have fewer than eight. It is the choice of the borrower to self-censor or to determine whether or not to read any given book.

Drinking water is acceptable in the library, but please do not bring other food or drink into the library.

Questions or concerns about the ACA library can be addressed to Jennifer Hitchcock at JenniferHitchcock@aca.k12.or.us.

Parking

Parking is allowed only in designated spaces. The area along the curb in front of the school is a five minute loading zone. For the safety of our school, please do not park in the fire lane in front of the school. You run the risk of being towed at your expense if you are illegally parked. This applies to side streets as well. Please be considerate of our neighbors and do not block driveways, garbage/recycle bins, or mailboxes. The spaces on the cafeteria side of the school are reserved for administration only.

Pet Policy

Pets are only allowed on campus if they have received prior approval from the director. Service Animals are always welcome.

Playground

Our playground is a community playground with no formal supervision. Elementary students are not allowed on the playground unsupervised. Use the playground at your own risk.

School Communication

ACA endeavors to communicate and engage with families through a number of means. These resources include: ACA school website, weekly school newsletters sent via email, School Messenger (school-wide communication system through phone and email), ACA's Facebook page, as well as Synergy our student information system. It is important for families to provide a valid email address.

Student Discipline

Alliance Charter Academy's unique program provides students with an opportunity to complete part or all of their courses in a home and/or community setting. ACA students, whether on-site, in the community, or in a home setting, are expected to demonstrate behavior that promotes mutual respect, positive interactions, and agreeable relations. Alliance Charter Academy shall promote non-violent conflict resolution techniques and provide students opportunities to voice their concerns and opinions about school policies and practices.

Alliance Charter Academy Administration recognizes the need to take appropriate action whenever the order and safety of the campus is threatened. All student discipline is at the discretion of the director. Parents may be required to accompany their student in class as a disciplinary action. ACA's Site Discipline Plan includes sanctions that are imposed when a student violates school rules. A complete copy of the policy is available in the ACA office.

Student Organizations

Organized student groups joined together by common interests and purposes related to educational functions of the school are an integral part of the school system. The district encourages curriculum-related student organizations. District staff will facilitate such organizations and district resources may be used to support them. The district may also support student organizations which are not directly curriculum related. When such groups are properly organized and guided by school personnel, they make important contributions to the life of the school and the student. All official student organizations must meet the requirements listed in the Appendix.

Student Safety

Parents are responsible for their children's safety at all times. ACA is an open and unsecured campus. There is no childcare available at ACA. Under no circumstances should a child be left unsupervised without an adult. In an effort to accommodate the natural fluctuation in family schedules, we will have a sign-in sheet for parents to designate a responsible adult for their children on the rare occasion that parents are not able to be on-site with their K-6 children. Students in grades 7-12 may be on campus without an adult if the student is able to navigate the campus independently.

Bringing, possessing, concealing, or using a weapon on school grounds is prohibited.

ACA uses the Standard Response Protocol in emergency situations.

If a child has a medical crisis, ACA will immediately call emergency personnel.

Study Hall

Study Hall is a supervised environment that provides a quiet place for individual and small-group study. A study hall teacher is available at all times to assist students with homework. The study hall also serves as a check-point for monitoring 7th - 12th grade students who are on-site without a parent. Students in grades 7-12 are required to enroll in study hall if they have breaks between classes. Younger students are welcome to use the study hall with a parent. Please see the ACA course catalog for fees related to Study Hall.

Truancy

A student who is absent from school or from any class without permission will be considered truant. Students who have regular attendance will not be considered in violation of ACA's attendance policy. When is a student / parent in violation?

Unexcused Absences - Eight unexcused one-half day absences in any four-week period during which the school is in session shall be considered irregular attendance.

Excused Absences - Not to exceed 5 days in a term of three months or not to exceed 10 days in any term of at least six months.

If a student is truant:

Step One: A parent will be contacted regarding the absence

Step Two: A truancy letter will be sent home

Step Three: Mandatory attendance meeting

Step Four: May be subject to disciplinary action including suspension, referral to truancy court, expulsion, ineligibility to participate in athletics or other activities and/or loss of driving privileges.

Unscheduled Time

Students in grades K-6 who have breaks between classes, **are required to be with their parent in one of the common spaces: library, study hall, cafeteria, or playground.** Students in grades 7-12 who are not with their parents on-site, must be registered in Study Hall or working with a staff member as an assistant. Hallways need to be kept clear for student safety and out of respect for the learning environment.

Visitors

Visitors must check in at the ACA office upon arrival to sign in and receive a visitor's badge.

Volunteering at ACA

Parents are the foundation of our program. It is through parent involvement that we can continue to grow and improve. Our suggested guideline for volunteering is about 30 hours per year per family. There is a Volunteer Handbook at the PAT desk with a list of available volunteer opportunities.

Site-Based Classes

The foundation of ACA is personalized learning, and to that end, ACA offers a wide range of classes.

Participating in classes is a privilege, and students and parents make a commitment to follow classroom expectations and guidelines as laid out by ACA and individual instructors. Both parents and students are members of our ACA community and are expected to contribute to the maintenance of a safe and nurturing learning environment.

- Parents and students need to read the class syllabus to ensure that the class focus and expectations are a good fit.
- Participating in site-based classes is a privilege and this privilege may be revoked at the discretion of the director.
- Students are expected to arrive on time and be prepared for class. Chronic tardiness will not be allowed and may result in the student being dropped from the class.
- It is responsibility of the student to communicate with site-based teachers regarding missing assignments.
- Please ensure direct communication with the office regarding absences.
- Students will be required to complete a formal state work sample in all comprehensive English, Speech, Writing, Math, and Science classes.

Grades K-3: Parent or responsible adult designee must be in the classroom with the student.

Grades 4-6: Parent or responsible adult designee must be on campus during student's class time and must attend at least four classes per term. At any time, parents may be required to accompany their student to school and on-site classes at discretion of administration.

Grades 7-12: Students are allowed to be on campus without their parents if they are considered to be students in good standing. Parents are encouraged to attend two classes per term to help facilitate and support communication between teachers and families. At any time, parents may be required to accompany their student to school and on-site classes at discretion of administration.

Allotments and Vendors

Student allotment is used to pay for curriculum and curriculum materials. Orders can be placed from August 1st to February 28. Families that register after the start of the school year are assigned allotment on a prorated basis. Allotment can be spent on books, class fees, on-site or off-site approved vendors, supplemental materials, and other items that are educational in nature. All items purchased need to directly support the student's signed Semester Course Agreement. All items must be purchased through the school using the Online Purchasing System (OPS), with your ES. This includes outside vendors. Only 1/5 of your

total allotment may be used for outside vendors (*the only exception is college courses*).

Any allotment funds used for high school courses will end in a grade and credit.

Allotments are assigned as follows for students who enroll on or before September 1st:

- 1st—3rd grades: \$450
- 4th—5th grades: \$560
- 6th—8th grades: \$925
- 9th—10th grades: \$1,105
- 11th—12th grades: \$1,295

Allotment Overages for Site-Based Classes

Allotment overages will be due by 4:00 PM on the Thursday of the third week of classes. If payment is not received by the office on the due date, the student may be dropped from any classes whose charges go beyond their allotment. If a family would like to apply for a payment plan, they may contact their ES regarding the process.

Cell Phones

Cell phones are to be kept in a student's backpack during class unless the teacher has requested the student use the device for classroom use.

Class Charges & Fees for Site-Based Classes

Student allotments will be charged the ACA (subsidized) rate for on-site classes. Add/Drops must be completed by the end of the second week of classes. Allotment and Community Education Tuition will not be refunded if a class is dropped after the second week or at the end of the first semester.

Co-op Classes

Co-op classes offered at ACA are led by parents or community members. Co-op teachers are not employed by ACA, not overseen by ACA administration, and do not award grades or credit. Parents are expected to remain in the classroom with their student.

Grades

K-6th Grade Students: Students in grades K-6 do not receive "traditional" report cards with grades. Instead of traditional report cards, the ESes create student learning records that identify the state standards completed by students.

7th-8th Grade Students: Students in grades K-8 do not receive "traditional" report cards with grades. Instead of traditional report cards with letter grades, the ESes create learning records identifying the state standards completed by students.

Seventh and eighth grade teachers have the option of giving grades for site-based class. If a teacher chooses to give grades to 7th or 8th graders, those grades will be entered into Synergy so that the parents and ESes may keep track of their students' progress.

High School Credit Prior to 9th Grade

High school credits can be earned during a student's 8th grade year if the credits meet the following requirements:

- The class is a comprehensive core (social science, science, English language arts, and math) that is needed to meet graduation requirements.
- Instructor approval is granted for participation

The class will be recorded in the student's transcript file. Eighth grade students requesting to enroll in on-site high school classes will only be added based on class availability.

Eighth grade students seeking to earn high school credit through credit for proficiency for a comprehensive home study course, must fill out an "Eighth Grade C4P Petition Form." The petition will need to be reviewed and approved by the department head prior to the student beginning their course of study.

Late Work Policy

All unexcused late work may be penalized at the teacher's discretion. See individual class syllabus for details.

Punctuality

ACA has no bell system. Please be respectful of our instructors and ESEs who have worked to prepare your classes and meetings. Be in your seats and ready to begin on time. Be prepared with homework and necessary supplies.

Families will be notified via ACA's school-wide messaging system, School Messenger, if a student is late or has an unexcused absence.

Staff Contact List

Noah Beck	NoahBeck@aca.k12.or.us
Joy Best	JoyBest@aca.k12.or.us
Seanna Bloemer	SeannaBloemer@aca.k12.or.us
Diana Brainerd	DianaBrainerd@aca.k12.or.us
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Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the [Alliance Charter Academy ("School")] receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

Appendix

ACA Plagiarism Policy and Contract

What constitutes plagiarism?

- Copying any portion of another's work without proper acknowledgement
- Copying material from a source, supplying proper documentation, but leaving out quotation marks or failing to indent properly
- Paraphrasing ideas and language from a source without proper documentation
- Buying or downloading a paper from a research service or term-paper mill and offering it as your own
- Turning in another student's work, with or without that student's knowledge, as your own

Why is plagiarism wrong?

Plagiarism shows a lack of respect for the learning process and for your teachers. Plagiarism is also more than just a violation of school policies and a teacher's trust. It is an illegal activity, and is a violation of intellectual property law. One source states that it isn't so different from stealing someone's wallet.

(<http://collegeuniversity.com>)

Why avoid plagiarism?

- It is far better to submit a paper that has flaws or turn it in late than to plagiarize.
- Plagiarism is easy to do, but also easy to catch. All a teacher has to do is type in unusual phrases into Google and they will most likely find the original source.
- You know better. Deep down, you know that education is about more than grades or a diploma. Cheating is dishonorable and shows a lack of maturity and self-respect.

What are the consequences for plagiarism at ACA?

Plagiarism can have serious consequences: you may earn a zero on your paper with no opportunity to re-submit, you may be asked to leave a class where you plagiarized without receiving credit, and depending on the seriousness of the offense, you may even be expelled from school.

How does a student avoid plagiarism?

Always give credit where credit is due. In other words, learn to acknowledge your sources. To avoid plagiarism, be sure to cite your sources or include referenced information in quotation marks or a block quote. Learn to cite your sources within your text and in a bibliography or list of works cited at the end of the paper. Take good notes, make sure you have enough time, and learn how to cite sources properly from your parents, teachers or your ES.

What does "citing a source" mean?

Giving credit to someone or something when what you use is not your own original work.

When should you cite a source?

- When you use another person's idea, opinion, or theory
- When you use any facts, statistics, graphs, drawings, pictures, sounds, etc. or any other piece of information which you found from any source

- When you use quotations of another person's actual spoken or written words
- When you paraphrase (put in your own words) another person's spoken or written words (Writing Tutorial Services, Indiana University)

What needs to be included when you cite a source?

- Who wrote or created it
- What it is called
- Where and by whom it was published or produced
- When it was published or produced
- It doesn't matter where you find your information, whether it is a book, an interview, an electronic resource, or from the Internet; when you use the work of others you must give them the credit they deserve.
- When in doubt, cite your source! (Umbach)

Contract for Students

I, _____, *have read and understand ACA's plagiarism contract and policy.*

Signature

Date

Helpful Resources for Students and Teachers

Citing Sources in Research Papers. University of Oregon Libraries.
<http://libweb.uoregon.edu/guides/citing>

An excellent resource for citing Internet resources.

Writing Tutorial Services, Indiana University. "Plagiarism: What It is and How to Recognize and Avoid It." 17 April 2002.
<http://www.indiana.edu/~wts/wts/plagiarism.html>

This site provides a good overview about citing sources and gives both good and bad examples of citations. Free, online service that creates citations in MLA or APA style. <http://www.easybib.com>

Landmark Citation Machine

Free, online service that creates citations in MLA or APA style. Our URL links you to the MLA format.
http://citationmachine.net/index.php?new_style=1&reset=1#here

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<http://www.indiana.edu/~wts/wts/plagiarism.html>

Student Organizations

Philosophy

Organized student groups joined together by common interests and purposes related to educational functions of the school are an integral part of the school system. The district encourages curriculum-related student organizations. District staff will facilitate such organizations and district resources may be used to support them. The district may also support student organizations which are not directly curriculum related. When such groups are properly organized and guided by school personnel, they make important contributions to the life of the school and the student. All official student organizations must meet the requirements listed below:

Chartering

All organizations that carry out activities within the schools must obtain approval of the building principal and be chartered according to school regulations.

Secret Societies

No secret societies of any kind, including fraternities or sororities shall be permitted in any district school (ORS 339.885). As required by law, the district will regulate such organizations and suspend or expel students who participate in the organization.

Hazing & Initiations

No person in attendance in the district shall conspire to initiate, haze, attempt to haze or engage in hazing, which is the commission of any act that injures, degrades or disgraces, or tends to injure, degrade or disgrace any person attending the school. No person in charge of students or teaching in the district shall permit an act of initiation or hazing or of attempting to haze any person attending the school.

Initiations

Initiations shall be limited to those activities that promote better citizenship and leadership for the schools.

Non-Curricular Clubs

Voluntary student-organized clubs which are not curriculum-related may meet on school premises during non-instructional time. If the content of such a club's meetings is religious in nature, school staff may attend only in a non-participatory manner. Staff may be assigned to attend such meetings for custodial purposes only, but will not be compelled to attend a meeting if the content of the speech at the meeting is contrary to that person's beliefs.

Legal Reference(s):

[ORS 339.880](#)

[ORS 339.885](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2006).

Lamb's Chapel v. Center Moriches Unified Sch. Dist., 508 U.S. 384 (1993).

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

All members of the school community including staff, administrators and the Board are responsible for the activities that are conducted in the schools. It is important, therefore, to the orderly use of district facilities

that the use of all space be approved and planned in advance. An attempt shall be made to present a balance of viewpoints.

Students may be permitted to hold meetings on district property before or after the regular student school day under the following conditions:

1. The meeting shall be scheduled in advance following Board policy KG - Community Use of District Facilities;
2. All meetings must be approved by the building principal or designee;
3. The meeting may be sponsored by school officials, official school clubs or organizations and nonschool organizations.

In addition to the requirements of Board policy, the following restrictions shall apply:

1. Normal class activities shall not be interrupted;
2. The meeting shall not incite hazard to person or property;
3. No group which encourages or advocates the violation of federal laws, state laws or school laws shall be granted use of district facilities;
4. No speaker who encourages or advocates breaking the law shall be invited to speak. If a crowd is anticipated, a crowd control plan shall be filed in the building administration office two days in advance of the meeting for final approval.

Students may have the right to gather informally during the regular student school day provided they meet the following criteria:

1. Students gathered informally shall not disrupt the orderly operation of the educational process;
2. Students gathered informally shall not infringe upon the rights of others to pursue their activities.

Student organizations may be curriculum-related or voluntary student-initiated clubs that are not curriculum related.

1. "Curriculum-related" student organizations must meet one of the following:
2. Group's subject matter is actually taught (or will soon be taught) in a regularly offered course;
3. Group's subject matter concerns the body of courses as a whole; or
4. Participation in the group is required for a particular course or results in academic credit.

Voluntary student-initiated clubs must:

1. Be voluntary and student initiated;
2. Not be sponsored by the school, the government or its agents or employees;
3. Not materially and substantially interfere with the orderly conduct of educational activities within the school;
4. Not be directed, controlled, conducted or regularly attended by "nonschool" persons.

Definitions:

1. "Noninstructional time" - Time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends;
2. "Sponsorship" - Act of promoting, leading or participating in a meeting. The assignment of a teacher, administrator or other school employee to a meeting for **custodial** purposes does not constitute sponsorship of the meeting.

The Equal Access Act preserves the authority of the school, its agents and employees to maintain order and discipline on district premises, to protect the well-being of students and staff and to assure that their attendance at meetings is voluntary.

Schools may prohibit meetings which would materially and substantially interfere with the orderly conduct of educational activities within the school.

In a “limited open forum” situation, schools may not deny equal access of fair opportunity to, or discriminate against student-initiated clubs on the basis of religious, political, philosophical or other content of the speech at such meetings.

If the meetings are religious, the school may not influence the form of any religious activity.

Attendance Definitions

Attendance Records: OAR 166-400-0060 Records may include, but are not limited to, teacher or school attendance register; classroom daily attendance sheet; weekly attendance and truancy records, excused and unexcused absence records; tardiness records; notes from parents/guardians; and related documentation.

All attendance records must be kept for three years after the school year in which records were created.

Day absence: full day = missing 51% or more of the day, half day = missing 25% to 50% of the day

Class absence: missing more than 25% of the class period

Examples:

a. A student arriving after the first 15 minutes of a 55-minute class period is marked absent for the class. b. A student arriving after the first 25 minutes of a 90 minute-block period is marked absent.

Excused absence: means notification by a parent/guardian was provided verbally or in writing prior to the absence or within three days after the return of the student to class that gave an explanation for the absences 3 determined excusable by the district.

Unexcused absence: means parent/guardian provided no excuse within two days after the student returned to school or those presented fell outside excusable absences as determined by the chart on p. 7

For elementary and K-8 students who are on “daily” attendance, the attendance auto-dialer will call all students with unexcused absences as of 10:00 a.m..

Middle school, High school, and K-8 students who are on “period attendance” will be called as of 12:00 p.m. and again at 5:00 p.m.

Tardy: means not present at the start of class and arriving within the first 25% of the class period (see information on page 8).

Excused Tardy by Staff Member: means notification was provided by a staff member indicating an acceptable reason for the student being detained by that staff member.

Unexcused Tardy: means the student was tardy for reasons not deemed excusable by the district.

Irregular attendance:

a. 8 unexcused one-half day absences in any four-week period when school is in session (State law)
b. Excused absences exceeding 5 days in a term of three months or 10 days in any term of at least six months shall be considered irregular attendance and subject to investigation.

Truancy day: means an unexcused absence of one half day or more

Examples:

- a. A student skips more than half of the day combining any classes missed, late arrivals, and/or early departures.
- b. A student skips the entire day. Truancy event: means 8 truancy days in one month during which school is in session

Examples:

- a. A student has 8-15 truancy days in a month; this constitutes 1 truancy event.
- b. A student has 16 truancy days in a month; this constitutes 2 truancy events (minimum 2 groups of 8).

Child Find: Under federal and state law, each school has a legal duty to identify, locate and evaluate all resident children if the IEP/504 team suspects that the student may have a disability and may need special education and/or related services. PPS's obligation for child find is independent of a parent's request for an evaluation. A school's BSC, SIT or CARE team supports child find compliance by referring students to the Section 504 and special education process as appropriate. Parents may also refer students for evaluation.