2026-2027

Student/Family Handbook

SCOE Alternative Education



Amarosa Academy
Community School

Alternative Education Administration

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Our hopes and aspirations for *all* Sonoma County students.

Curiosity

To thrive in the future, you will need a sense of wonder about the unknown, interest in what's new, and a hunger for engaging with the world. Give yourself permission to ask questions and take advantage of opportunities; go explore what's out there.

Empathy

To succeed, you need to understand the experiences, perspectives, and needs of people around you. Navigate relationships with generosity and patience. Imagine yourself in someone else's shoes, then put into practice the emotional sensitivity you learn in the process.

Communication

In writing, speech, and body language, you should be able to make your point clearly and persuasively. Listening and literacy are just as valuable – well-tuned analytical and interpretive skills, hearing other's needs, and responding appropriately are key to effective communication.

Collaboration

By joining forces with others, you make room for a diverse range of voices, skills, and perspectives. More than just working together, you can go beyond getting the best work done to bring the best out in each other.

Ethics

There's power in doing what's right. By being honest and respecting differences in matters of equity, decency, and appropriateness, you can determine what's fair and what's good – on the job, at home, and out in the world.

Initiative

You shouldn't have to wait to be told what to do. Seize opportunities to grow, explore, and lead by combining hard work and determination with purpose and critical thinking. Don't hesitate until the crowd catches up – dive in.

SONOMA COUNTY PORTRAIT of a GRADUATE

The Portrait of a Graduate is a collaboration across Sonoma County, bringing together parents, educators, business and community leaders to develop a shared vision of our aspirations for our high school students. By articulating the hopes that the community has for its young people, and assessing the skills that our students will need to succeed in this rapidly changing world, the Portrait of a Graduate allows us to frame a new vision for what being prepared to tackle life after school looks like for all Sonoma County kids.

This effort is made possible through a partnership between Career Technical Education Foundation of Sonoma County, Sonoma County Office of Education, and Cradle to Career Sonoma County.

Organization

You will be provided a school binder. You will leave it at school. Use this binder to organize handouts, work, and notes into different sections. Get into the habit of sorting your work so you can save it easily.

WHO WE ARE

One of the strengths of the Sonoma County Office of Education Alternative Education Program is our diversity. Students and staff come from various cultural, racial, class, and ethnic backgrounds, and work together to make valuable contributions to our school community.

Student/Family Information

The mission of the Sonoma County Office of Education Alternative Education Programs is to provide alternative pathways that connect each student to opportunities for learning and living,

We're happy to welcome you and your child to Sonoma County Community Schools. The Superintendent and Governing Board of the Sonoma County Office of Education established this program in 1986..

Our goals are to: *Motivate students to attend school*
Develop academic skills
Assist students in developing a positive self-image and social skills
Prepare students to return to the district school, if appropriate

Since our program began, we have found that many students have accepted our school program for what it is—an opportunity to turn things around and begin to achieve success in school. Because the program is small, we get to know each student well. We notice what students do in and out of class. Our staff cares about each student as an individual and about their education.

Each student is expected to accept responsibility, abide by school rules, respect the decisions of our staff, and help make things work for everyone involved. If your student is in any way like the students who have been in our program in the past, he or she will find a new opportunity to be successful at school this year.Parent Involvement

Volunteers are always welcome at the Alternative Education Program. Any amount of volunteer support is beneficial not just for the students, but also for the overall success of the school program. Please inform the administrator of the time you have to offer as a volunteer. Parents/guardians are encouraged to participate in their child's education. Your input is very important**.**

Parent and Family Engagement Policy BP 6020):
The Sonoma County Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parental/guardian involvement in their children's education contributes greatly to student achievement and a positive school environment. The County Superintendent shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in county office and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

School-Parent Compact
2026-20267

The Sonoma County Alternative Education program distributes a School-Parent Compact to parents and family members. This Compact, jointly developed with parents, outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement. This Compact describes specific ways the school and families will help children achieve the state's high academic standards. This compact addresses the following legal requirements as well as other items suggested by parents and family members of students:

School Responsibilities

Sonoma County Alternative Education Programs will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
    a. Content-area collaboration and professional development
    b. Regular and ongoing review of student academic data to monitor student progress
    c. Teachers continually assess and confer with their students to determine student reading, writing, and math levels. Based on these assessments, teachers differentiate instruction to meet students' needs.
    d. Teachers provide literacy, mathematics, social studies, science, and fine arts instruction that is standards-based
    e. Teachers provide instruction in whole groups, small groups and individual settings during the day
    f. Teachers collaborate to plan their instruction based on the Common Core standards and the needs of their students
    g. Teachers extend their expertise in different curricular areas by attending site and district training
    h. Provide special programs to meet individual needs (English Learners, Special Education, Career Pathways, and Restorative Practices)
    i. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement
    j. Individual Learning Conferences are twice a year in October and March
    k. Parents or Teachers can communicate at any time prior to the end of the grading periods to establish a conference if the child is not meeting the academic expectations

2. Provide parents with frequent reports on their child's progress
    a. Progress reports are given to students halfway through each quarter
    b. Provide quarter report cards to monitor academic progress
    c. Schedule Individualized Education Plan (IEP), 504, or Student Study Team (SST) meetings when appropriate

3. Provide parents reasonable access to staff
    a. Teachers communicate using ParentSquare and emails to parents.
    b. Hold informal parent conferences as needed when requested by teacher or parent
    c. Staff emails and phone number extensions are available on the program website

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:

a. School administration will coordinate and assist parents with volunteer opportunities through the school year
b. Communicate with a teacher or counselor to schedule a classroom visit.
c. Become an active member of the Parent Engagement/Site Council/Title One group

5. Provide parents with up-to-date information via the program website

Parent Responsibilities

We, as parents, will support our child's learning by:

- Agreeing to read the Student and Family Handbook and know the expectations
- Ensuring that my child is at school on time and ready to learn each day.
- Monitoring my child's attendance and grades regularly
- Monitoring the amount of time students are engaged in electronic devices (i.e., TV, cell phones)
- Volunteering for school-wide events
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading notices from the school received by my child or my mail, checking the program website, and responding to communication, as appropriate
- Serving to the extent possible on advisory groups such as the school site council, the Parent Engagement/Title I Team, or other school advisory groups
- Providing up-to-date and accurate contact information
- Returning request materials in a timely manner.

Student Responsibilities

Students, share responsibility for improving our academic achievement and meeting California's high standards.

- Do my work every day and ask for help when I need it
- Attend classes on time and prepared
- Communicate with my teacher for clarity on assignments or projects
- Attend tutoring for support when needed
- Give my parent or the adult who is responsible for my welfare all notices and information received from my school
- Be a responsible, respectful, and safe student and be ready to learn every day

Learner Outcomes

The Sonoma County Office of Education Alternative Education Program is accredited by the Western Association of Schools and Colleges (WASC). Individual Learning Plans are developed for each student based on the following learner outcomes:

Curiosity *– to thrive in the future, you will need a sense of wonder about the unknown, interest in what's new, and a hunger for engaging with the world. Give yourself permission to ask questions and take advantage of opportunities: go explore what's out there.*

Empathy *– to succeed, you need to understand the experiences, perspectives, and needs of people around you. Navigate relationships with generosity and patience. Imagine yourself in someone else's shoes, then put into practice the emotional sensitivity you learn in the process.*

Communication *– In writing, speech and body language, you should be able to make your point clearly and persuasively. Listening and literacy are just as valuable – well-tuned analytical and interpretive skills, hearing others' needs, and responding appropriately are key to effective communication.*

Collaboration *– by joining forces with others, you make room for a diverse range of voices, skills, and perspectives. More than just working together you can go beyond getting the best work done to bring the best out in each other.*

Ethics *- There's power in doing what's right. By being honest and respecting differences in matters of equity, decency and appropriateness, you can determine what's fair and what's good – on the job, at home and out in the world.*

Initiative *– you shouldn't have to wait to be told what to do. Seize opportunities to grow, explore and lead by combining hard work and determination with purpose and critical thinking. Don't hesitate until the crowd catches up – dive in.*

Attendance Policies and Procedures

Students are expected to attend school daily for the full school day and to arrive on time. The reasons for an *excused* absence from school are:

- Illness
- Medical or dental appointments
- Funeral for immediate family
- Court/legal appointment
- Quarantine directed by a county or city health official

All other absences are *unexcused*. A parent/guardian must telephone the school site before 8:15 a.m. each day an absence occurs. For an absence to be designated as *excused*, a parent/guardian verifies and explains the absence by telephone. **Absences must be cleared within the current attendance reporting period.**

Consequences of unexcused absences are as follows:

- Parents/guardians will be contacted when student absences occur. After the second, third, fourth, and fifth unexcused absences, parents/guardians will receive written notification.
- When unexcused absences occur, a parent meeting may be held and may result in a truancy contract and/or change in school placement. With the second truancy notification, the parent will be asked to attend a School Attendance Review Team (SART) meeting at the school site.
- After the third truancy notification, the student may be referred to their district Student Attendance Review Board (SARB). Actions of the SARB could include referral to the District Attorney's Office for truancy court proceedings.

Students who enroll in Community School with an existing attendance contract from their district school can be referred to the District Attorney when any unexcused absence occurs. Attendance contracts remain in effect from year to year until expiration.

Please note that, in compliance with state law, ***student tardiness and absences are closely monitored****.* Truancy interventions may include Notice of Truancy letters; request for parent conference; the development of an Attendance Contract; and/or revocation of Work Permit and other off-campus privileges; and referral to the District Attorney.

As Community School students do not have access to a school bus transit system, transportation to and from the school site is the responsibility of the student and the parent/guardian. ***Transportation difficulties are not accepted as the reason for an excused absence or late arrival at school.*** However, if a student and/or family is experiencing undue hardship because of school transportation requirements, consult the school administrator. Public transit bus passes can be provided on a case-by-case basis.

Independent Study students have different attendance requirements. A student enrolled in Independent Study will sign a contract outlining the program's guidelines and expectations.

SUCCESSFUL INDEPENDENT STUDY STUDENTS

- Have reliable transportation
- Follow the Student Code of Conduct and Dress Code when on campus
- Check the new assignment for questions before leaving
- Have all materials before leaving
- Complete all assignments

- Call or email the teacher if they have a question about the assignment
- Arrive on time or early for appointments
- Schedule activities outside of the Independent Study appointment
- Set goals for credits early and stay on track for graduation

English Language Learners

All teachers are credentialed to provide specialized instruction to English Language Learners (ELL). ELL students participate in the core curriculum classes with modified instruction based on their English language ability. ELL students also receive Designated English Language Development coursework, designed to support students' acquisition of academic English. Students' English development is assessed yearly with the ELPAC test. Support services for ELL students may include but are not limited to: modified lessons, individualized instruction or tutoring, and support in their primary language and use of programs like Rosetta Stone to accelerate language acquisition and retention.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC.
- Participation of the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental/guardian opinion and consultation. Parents/guardians will be provided with notice and a description of the reclassification process and of his/her opportunity to participate in the process.
- Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level.

Alternative Education Program will notify parents/caregivers about ELPAC testing for annual English proficiency testing. ELPAC results will be provided to parents/caregivers.

Special Education

All special education students receive the services identified in their Individual Education Plan (IEP). A credentialed special education teacher provides services and is responsible for implementing the goals and objectives identified in the IEP. Individual Education Plans are reviewed annually by the IEP team, which consists of the teacher, administrator, student, and parent/guardian. Other support people may be included in the IEP team. Support services for special education students may include but are not limited to modified lessons and testing, individualized instruction, and career transition services.

Early College Credit Opportunities

Students have the opportunity to take college classes through Santa Rosa Junior College. Students must complete the concurrent enrollment process at SRJC. Students in concurrent enrollment classes earn credit towards both high school graduation and college. These classes give students the opportunity to recover credits or accelerate their high school program.

Alternative Education
Sonoma County
Office of Education

Schedule of Events for School Year 2026-2027

August

13	First Day of School - Minimum Day

September

7	Labor Day – School Holiday/No School

October

9	End of 1st Quarter/Grading Period
12	Indigenous Peoples Day- School Holiday/No School
16	1st Quarter Report Cards Sent Home

November

11	Veteran's Day- School Holiday/No School
23 - 27	Thanksgiving Break –No School

December

18	End of 2nd Quarter/Grading Period
21 – 31	Winter Break – No School

January

1	Winter Break – No School
4	School Resumes
8	2nd Quarter Report Cards Sent Home
18	Martin Luther King Jr. Day - School Holiday/No School

February

8	Lincoln's Birthday - School Holiday/No School
15	President's Day - School Holiday/No School

March

12	End of 3rd Quarter/Grading Period
19	3rd Quarter Report Cards Sent Home
22 - 26	Spring Break – No School

May

27	GRADUATION /PROMOTION (tentative) **@ 4:00 pm –** Minimum Day
28	Last Day of School – End of 4th Quarter/Grading Period – Minimum Day

Minimum Day dismissal is 12:30pm, Lunch is provided

Alternative Education
Sonoma County
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Calendario de eventos para el año escolar 2026-2027

Agosto
13 Primer día de clases - Día mínimo

Septiembre
7 Día del Trabajo - Día festivo/No hay clases

Octubre
9 Fin del primer trimestre/periodo de calificaciones
12 Día de los Pueblos Indígenas - Día festivo/No hay clases
16 Envío de las boletas de calificaciones del primer trimestre

Noviembre
11 Día de los Veteranos - Día festivo/No hay clases
23-27 Thanksgiving - No hay clases

Diciembre
18 Fin del segundo trimestre/periodo de calificaciones
21-31 Vacaciones de invierno - No hay clases

Enero
1 Vacaciones de invierno - No hay clases
4 Reanudación de clases
8 Envío de las boletas de calificaciones del segundo trimestre
18 Día de Martin Luther King Jr. - Día festivo/No hay clases

Febrero
8 Cumpleaños de Lincoln - Día festivo/No hay clases
15 Día de los Presidentes - Día festivo/No hay clases

Marzo
12 Fin del tercer trimestre/periodo de calificaciones
19 Tercer trimestre Envío de boletas de calificaciones trimestrales a casa
22-26 Vacaciones de primavera - No hay clases

Mayo
27 GRADUACIÓN/PROMOCIÓN (tentativa) a las 4:00 p. m. - Día mínimo
28 Último día de clases – Fin del cuarto trimestre/periodo de calificaciones – Jornada reducida

La salida en el día mínimo es a las 12:30 p. m. Se proporciona almuerzo

Counseling and Student Support Services

Alternative Education Programs recognize that students are better able to succeed academically when they have support for the social, emotional, and personal challenges that may affect their learning and well-being. School-based counseling and mental health support services are available to students enrolled in our Community School programs at no cost to students or families.

Counseling services are designed to help students address concerns that may interfere with their success at school, at home, or in the community. Services may include individual counseling, group counseling, crisis support, conflict resolution and mediation, social-emotional skill development, anger management, life skills, substance-use prevention and education, and other supportive or educational services based on student needs.

All students may access counseling and support services. When demand for services exceeds availability, priority may be given to students who:

1. Have counseling or related services identified as part of their Return to District (RTD) criteria or transition plan;
2. Are experiencing a crisis or have an immediate need for support; or
3. Are experiencing behavioral, social-emotional, or other challenges that are significantly affecting their success at school, home, or in the community.

Counseling services are confidential within the limits established by California law. Students will be informed about these limits, including circumstances in which a counselor or other school professional is legally required to share information in order to protect the safety of the student or others.

Our goal is to provide students with accessible, high-quality school-based mental health and social-emotional support that strengthens well-being, builds skills, and helps students engage successfully in school.

Community School Basic Graduation Requirements

A summary of the basic requirements for graduation from the Community School program is provided below:

Years	*Semester Credits*	
Language Arts	3	30
Mathematics: Algebra	1	10
One additional year of mathematics	1	10
Science: Life Science	1	10
Physical Science	1	10
Social Science: World History, Culture & Geography	1	10
United States History & Geography	1	10
American Government, including Civics	.5	5
American Economics	.5	5
Fine Arts, or CTE or Language Other than English	1	10
Physical Education	2	20
Electives	60	
Total Semester Credits Required for Graduation		***190***

Earning Credits

Students earn credits based on their participation, completion of assigned coursework, and demonstrated proficiency in course standards. Because Alternative Education programs are designed to meet students at different points in their academic progress, the amount of credit earned may vary from student to student.

- In most academic courses, students can earn up to **2.5 credits per quarter**, for a total of 5 credits per semester.
- Credits are awarded based on **engagement, productivity, and demonstrated proficiency**, rather than attendance alone.
- Partial credit may be awarded in **0.5-credit increments** when a student has completed enough work to demonstrate progress toward course requirements.
- In some elective and other courses, credits may be earned based on instructional hours and successful completion of assigned work.
- Students who enroll after the beginning of a quarter may still earn credit for work they successfully complete while enrolled.

Credit Recovery

Credit Recovery provides students with an opportunity to make up credits from courses they previously attempted but did not successfully complete. Credit Recovery generally requires students to work more independently and may include online coursework, teacher-assigned work, or other approved learning activities.

Students may participate in Credit Recovery in addition to their regularly scheduled courses when appropriate. Teachers and counselors will help students determine which courses to prioritize based on graduation requirements, credits already earned, and the student's individual graduation plan.

The goal of Credit Recovery is not simply to complete assignments as quickly as possible, but to demonstrate the knowledge and skills required to earn credit for the course.

Grading Policy

- The school issues grade and credit reports to students every quarter. All grades and credits earned by students become a part of their school record and are transferable to any public school.
- Grades are based on the satisfactory completion of assignments in school, passing any required tests, and completing coursework.
- An incomplete grade (INC) in a subject means that required coursework has not been completed and that if a passing letter grade is to be received, the necessary work must be completed in the next report card period of the school year in which the work was assigned. Failure to complete the required work will result in the "incomplete" grade being converted to an "F" with no credit.

DISCIPLINE

School discipline is the system of rules, consequences, and behavioral strategies appropriate to regulating students and maintaining order in schools (See Code of Conduct in Appendix).

The Alternative Education Program intends to provide a safe and nurturing learning environment to support student academic success. If a student exhibits undesirable behavior, staff will use suspension only as a last resort. Rather, staff will use "Other Means of Correction" to ensure the student receives

appropriate interventions to correct the behaviors. These may include:

- A conference between school personnel, the student's parent or guardian, and the student.
- Referrals to the school counselor, psychologist, or other school support services personnel for case management and counseling.
- Study teams, guidance teams, or other intervention-related teams that assess the behavior and develop and implement individualized plans to address the behavior in partnership with the student and his or her parents.
- Referral for a comprehensive psychosocial or psychoeducational assessment.
- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative justice program.
- A positive behavior support approach, with tiered interventions that occur during the school day on campus.
- After-school programs that address specific behavioral issues.
- Community service.

Vaping, Tobacco, and Nicotine Policy

Vaping, smoking, and the use or possession of tobacco or nicotine products are prohibited at school.

Students may not possess, use, sell, distribute, or be under the influence of any tobacco, nicotine, vaping, or electronic smoking product while:

- On school property;
- Attending a school-sponsored activity or event;
- Traveling in a school vehicle; or
- Under the supervision or authority of school staff.

This prohibition includes cigarettes, cigars, chewing tobacco, nicotine pouches, electronic cigarettes, vape pens, disposable vapes, cartridges, pods, and other devices or products used to inhale or consume nicotine or tobacco.

Vaping devices are prohibited regardless of whether they contain nicotine. Students may not possess or use a vaping device containing cannabis, THC, or any other controlled or intoxicating substance.

Students found in possession of or using prohibited products may be subject to school discipline and may also be referred for substance-use education, counseling, or other appropriate intervention and support.

Anti-Bullying Policy

Alternative Education Programs are committed to providing a safe, respectful, and welcoming learning environment for every student. Bullying can interfere with a student’s learning, attendance, sense of belonging, and physical and emotional safety and will not be tolerated.

Bullying, harassment, intimidation, threats, retaliation, cyberbullying, sexual harassment, hate-motivated behavior, and physical aggression toward students or school personnel are prohibited.

Bullying may include repeated or severe physical, verbal, written, electronic, or social behavior that causes harm, creates fear, interferes with a student’s ability to participate in school, or creates a hostile school

environment. Examples may include:

- Threatening, intimidating, or physically harming another person;
- Repeated teasing, insults, humiliation, or harassment;
- Spreading harmful rumors or deliberately excluding or targeting another student;
- Sending or posting threatening, harassing, humiliating, or harmful messages, photos, videos, or other content through social media, text messages, group chats, gaming platforms, or other electronic communication;
- Harassment or intimidation based on an actual or perceived personal characteristic; or
- Retaliating against someone who reports bullying, participates in an investigation, or seeks help.

Cyberbullying may violate school rules even when it occurs away from campus if it causes or is reasonably expected to cause a substantial disruption at school or interferes with a student's ability to participate safely in the school environment.

Students are encouraged to report bullying, harassment, threats, or other safety concerns to any staff member. Reports will be taken seriously and addressed as promptly as possible. Students who make a good-faith report or participate in an investigation will be protected from retaliation.

Our schools emphasize prevention as well as intervention. Staff works to establish clear expectations for behavior, build positive relationships, teach conflict-resolution and social-emotional skills, and promote a school culture in which students feel safe, respected, and connected.

Students who engage in bullying or harassment may receive appropriate disciplinary consequences as well as interventions designed to address the behavior, repair harm, and support safer choices in the future.

See the complete County Office Anti-Bullying Policy in the Appendix.

Drugs and alcohol

Prescription and nonprescription drugs accompanied by a doctor's note are the only drugs permitted on campus. Possession of alcohol, drugs, or drug paraphernalia will result in police referral and five days' suspension for first offense. Second violation may be considered cause for termination from the program.

Dress Code

Students are expected to dress appropriately for school. Gang colors or symbols are not allowed. Students will be required to remove inappropriate items, which may require that parents/guardians bring other clothing items to school for their son or daughter. Additional specifications regarding the Community School Dress Code are provided to students and parents/guardians upon student intake into the program. See Dress Code in Appendix

Gang Apparel, Graffiti and Discussions

Any display of gang involvement by students is prohibited, including gang colors and symbols on clothing, "tagging" personal items such as notebooks and folders with gang-related graffiti, or dialogue centered on gang activity.

Student Use of Technology



Sonoma County Office of Education
Alternative Education Programs
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2876 *Fax (707) 524-2889*

Student Acceptable Use Policy (AUP) of Technology

Alternative Education strongly believes in the educational value of technology and related services and recognizes their potential to support our curriculum and student learning. Our goal in providing this service is to promote educational excellence by facilitating access to information and the production of student projects.

Please read this document carefully. When signed by you and your guardian/parent, it becomes a legally binding contract. We must have your initials and your signature, and your guardian/parent's signature (if you are under 18), before we can provide you with access.

Listed below are the provisions of this contract. If any user violates these provisions, access to Multimedia Use may be denied, and you may be subject to disciplinary action.

Terms and Conditions of This Contract

1. Personal Responsibility. I will accept personal responsibility for reporting any misuse of technology. Misuse can come in many forms, but it is commonly viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described below.

2. Acceptable Use. Technology use must support education and research and be consistent with the educational objectives of the Sonoma County Office of Education. Transmission of any material in violation of state or federal law is prohibited. This includes, but is not limited to: copyrighted materials, threatening or obscene material, or material protected by trade secrets. Use for commercial activities is not acceptable.

3. Privileges. Use of the technology is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The administration, faculty and/or staff of Alternative Education will decide what is appropriate use, and that decision is final. The administration, staff and/or faculty may deny, revoke or suspend specific user privileges.

4. Network Etiquette and Privacy. You are expected to follow generally accepted rules of network etiquette. These include, but are not limited to, the following: Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden. Do not reveal your personal address or phone numbers of students or

colleagues. Do not use the network in such a way that you would disrupt the use of the network by other users.

5. Warranty. SCOE makes no warranties of any kind, whether expressed or implied, for the service it is providing. SCOE assumes no liability or responsibility for any damages the user may sustain. This includes, but is not limited to, losses relating to delays in transmission or receipt, non-deliveries, mis-deliveries, or interruptions in service however caused. SCOE assumes no liability for the use or misuse of any information received or obtained via the network or the Internet. The account holder assumes all risk of such use or misuse. SCOE in no way assumes any liability for the accuracy or quality of any and all information received or obtained through the network or the Internet.

6. Security. Security is a high priority. If you identify a security problem, notify staff immediately. Never demonstrate the problem to other users. Any user identified as a security risk will be denied access.

7. Vandalism. Vandalism is defined as any malicious attempt to harm or destroy data or programs. This includes, but is not limited to, uploading or creating computer viruses. Any vandalism will result in the loss of access, disciplinary action, and legal referral.

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Student Code of Conduct

Admission and continued enrollment in the Sonoma County Community School program is based upon the continuing cooperation of both the student and parent(s). Community School students must adhere to the following school rules at all times, including while on school grounds; while going to or coming from school (including public transportation); during lunch period, and while going to or coming from a school activity. Probation officers will be notified of infractions for all students on probation. Continued violations of the Code of Conduct may result in a recommendation for transfer to another educational placement. Whenever possible, the program uses restorative practices to help restore students to a connected and supported place in the school community.

1. School staff and teachers must be treated with respect. Disrupting school activities, swearing at staff, making threatening remarks, or defying authority will result in disciplinary action, including parent conferences, parent attendance at school and/or suspension. *Education Code 48900 (a), (i), (k)*
2. No causing, attempting to cause, or threatening to cause physical injury. This may result in suspension from school for the balance of that day and the duration of suspension (up to 5 days), with parent conferences and/or suspension. Probation will be notified, as applicable, and police may be notified for serious offenses. *Education Code 48900(a)*
3. Controlled substances, including drugs and alcohol and paraphernalia, are illegal and are not allowed on campus. Students who possess, sell, use, or are under the influence of any controlled substance, alcoholic beverage, or intoxicant may be suspended from school. Probation will be notified as applicable, police may be notified, and the student may be subject to further disciplinary action, including recommendation for placement in another educational program for repeated violations. *Education Code 48900 (c), (d), (j) and/or 48915 (c)*
4. Weapons, including knives, firearms or other dangerous objects, are illegal at school. Police will be called immediately if a student is observed with or suspected of carrying a weapon, selling or furnishing weapons to another, or brandishing any object in a threatening manner. The student will be suspended from school and may be recommended for another educational placement. *Education Code 48900 (b) and/or 48915 (a)*
5. No arson (fire-setting), gambling, theft, including robbery, extortion. This will result in automatic suspension from school and may be grounds for recommendation for another educational placement. Police will be notified. *Education Code 48900 (e), (f), (g), (l)*
6. Sexual harassment will not be tolerated whether on campus or electronically. This includes sexually explicit language or actions towards a student or staff member. Any such behavior will result in disciplinary action, including parent conferences and/or suspension. *Education Code 48900 (i), 48900.2*
7. Classroom facilities and equipment must be treated with respect. The student or parent must reimburse the school for any costs incurred due to negligence or destruction by the student. Other disciplinary action may be taken, including parent conferences

and/or suspension. Police will be contacted, where appropriate. *Education Code 48900 (f), (g)*

8. Smoking, vaping or display of smoking or vaping materials are not allowed on campus. Items will be confiscated and destroyed. A second offense may result in further disciplinary action, including parent conferences and/or suspension. *Education Code 48900 (h)*

9. **Students' dress and grooming should not present potential health or safety problems or cause disruptions. Dress appropriately—no gang colors or symbols. Shirts, jackets, and sweatshirts should be plain black, white or grey.** Hats and caps may not be worn indoors at school. School staff will hold inappropriate items until the end of the day or until a parent claims them. Students who need to change clothes to comply with this school rule will have their parents contacted to bring appropriate clothes to school. Administration may deem any item a problem and inappropriate. Continued violations will result in disciplinary action, including parent conferences, parent attendance at school and/or suspension. *Education Code 48900 (k)*

10. Cell Phones/Electronic Devices - Cell Phones and other mobile communications devices will be collected as the student enters school and will be returned to the student when they leave campus. No photos or videos should be taken at any time. SCOE Alternative Education is not responsible for lost or stolen cell phones or other electronic devices. Laser Pens/pointers are not permitted. Amplified music (portable speakers) is not allowed at any time. If a student refuses to give an electronic device to a staff member, administration will confiscate it for the remainder of the school day. Repeated violations may result in a parent/guardian being asked to pick up the item from the school office.

Attendance

Students are expected to attend school daily for the full school day and to arrive on time. There are only three reasons for an *excused* absence from school: illness, medical appointments, and death in the family. All other absences are *unexcused*. A parent/guardian should telephone the school site before 8:15 a.m. each day an absence occurs. For an absence to be designated as *excused*: 1) Parent/guardian verifies and explains the absence by telephone, **OR** 2) An Excused Absence Form or note, signed by the parent/ guardian, is received on the day the student returns to school. Excused Absence Forms are available from staff and must specify the student's name, date of absence, reason for absence, and the relationship of the student to the person signing the form. Tardies may also be counted toward truancy.

Consequences of unexcused absences are as follows:

1. Parents/guardians will be contacted when student absences occur; after the second, third, fourth, and fifth unexcused absences, parents/guardians will receive written notification.
2. After the 4th unexcused absence occurs or excessive tardies, a School Attendance Review Team (SART) meeting will be held with the parent/guardian, student, and site administrator. This can result in a truancy contract and/or change in school placement.
3. After the fifth incident, the student is declared a habitual truant and may be referred to the district Student Attendance Board (SARB) and/or District Attorney.

Students who enter Community School with an existing attendance contract from their district school will be referred to the District Attorney when any unexcused absence occurs. Attendance contracts continue in effect from year to year until expiration.

alternative EDUCATION
Sonoma County Office of Education

Sonoma County Office of Education
Alternative Education Programs
5340 Skylane Boulevard
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Community School Dress Code

APPROPRIATE clothing for Community School is defined below:

1. Black, gray, khaki or denim pants, shorts or skirts.
2. Solid white, black or grey shirts, jackets, sweatshirts.

Students' dress and grooming should not present potential health or safety problems or cause disruptions.

INAPPROPRIATE clothing for Community School includes the following:

1. Excessively baggy shirts or pants and no sagging pants. No exposed undergarments.
2. Gang/graffiti or “Old English” lettering on clothing, school property, school work, personal property. Gang-related tattoos must be covered
3. Hanging belt straps or initialed belt buckles.
4. No red or blue colors of any kind and no:
    - bandanas;
    - all same-color clothing
    - colored shoelaces or athletic shoes or clothes reflecting gang affiliation
    - promotion/logos/advertisement of drugs, alcohol, tobacco, or inappropriate for school
    - monikers or nicknames
    - Sexually explicit revealing clothing—cut-offs, halter tops, short shorts or skirts, see-through clothing, inappropriate images on clothing, etc.
5. Inappropriate gang related or excessive jewelry, or studded/spiked wrist bands, chokers, belts, inappropriate or distracting hair style or color, etc.
6. If an item not on this list becomes a problem, it may also be deemed inappropriate, at the sole discretion of staff.

A first offense will result in confiscation of the item, which will be returned to the student at the end of the day. Repeat violations will result in items being turned over to an administrator to be returned to the parent or guardian. Additional disciplinary actions may be taken in order to keep the campus safe and support changes in behavior.

Make it a great year!

Be safe.
Be respectful.
Be responsible.

