

Welcome to The Charter School of San Diego

An Altus Network Charter School

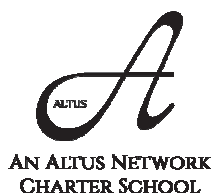
You are enrolled in one of the best charter schools in California. The Charter School of San Diego (CSSD) is part of the Altus Institute Network of Charter Schools. Altus Schools have been repeatedly recognized for their quality instructional program and strong operational performance.

Altus Schools focus on academic improvement, high caliber teaching, and safe and supportive learning environments. Altus Schools focus on developing role models for educational reform.

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at CSSD. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

CSSD is proud to offer safe and supportive classroom environments that are conducive to learning. Instruction is done individually and in small groups. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to *putting kids first*. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.



Official School Correspondence

All correspondence for the school and its staff
should be mailed to:

Altus — The Charter School of San Diego
10170 Huennekens Street
San Diego, CA 92121

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ABOUT THE SCHOOLS

Altus Schools are public schools designed for students who seek an option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a highly qualified staff in a safe and supportive environment. Altus Schools are a school of choice with an open enrollment policy that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. The Charter School of San Diego was founded in 1994 and serves students in grades 7-12.

Mission—*Why We Exist*

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

Vision—*What We Strive To Be*

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improves the quality of life for students, their families, our employees, and the Southern California community-at-large.

Values—*How We Do Our Work*

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Altus Schools.

INSTRUCTIONAL PROGRAM

Our schools are accredited by the Western Association of Schools and Colleges (WASC). At CSSD, students receive a rigorous California Common Core standards-based curriculum. We provide University of California (UC) approved courses for those students planning to attend a UC or California State University (CSU) school after the completion of high school. Additionally, we offer NCAA approved courses for students who are interested in pursuing NCAA athletic scholarships. Our “university model” is an excellent preparation for future studies.

The primary method of instruction is independent study that is supplemented with seminars, workshops, guest speakers, tutoring, and field trips. These individual and small group activities are required and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Altus Schools recently added a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Altus Schools serve a wide geographic region

and diverse student population. Altus students may choose to stay at an Altus school to complete the requirements for their high school diploma, the California High School Proficiency Exam (CHSPE), or return to their resident school.

Upon enrollment, a Pathways Personalized Education Plan (PPEP) is prepared by the counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents, and teacher complete the planning with a discussion of the student’s short and long term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student’s enrollment.

Students study one subject/course at a time and are expected to complete one course every three to four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

Altus students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards. Unlike traditional schools where attendance is accumulated by being physically present in the classroom, Altus measures attendance by completion of a work product.

The student’s primary, academic support per-

son for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, Altus Schools have many partnerships and alliances to provide community resources for students and their families.

Home-School Partnership The most important relationship we build is the one between the teacher, student, and the student's family. Altus Schools encourage parent/guardian involvement through the monitoring of his/her student's regular and required attendance of classroom appointments, completion of high quality work according to scheduled dates, and attendance of workshops, seminars, testing days and fieldtrips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue such as open house, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

Attendance, Lessons, and Course Credits Student's academic days of attendance (ADA) is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete 12 courses every 12 months at an ac-

ceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at Altus Schools, students should complete an average of 7 assignments per week and complete 1 semester course in 3 to 4 weeks.

12-Month School Year Altus Schools have a 12 month school year that is designed to maximize the amount of days and time that a student is able to earn credits. (*See list of school holidays on back cover.*)

Student Assessments Students at CSSD are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California High School Exit Exam (CAHSEE), California Assessment of Student Performance and Progress (CAASPP), California English Language Development Test (CELDT), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in an Altus program take the school mandated NWEA Measures of Academic Progress (MAP). These tests are very critical. They tell us how students are progressing in their learning.

All students must take and pass the California High School Exit Examination (CAHSEE) before they receive a diploma at any public high school in California. The purpose of the CAHSEE is to ensure that students have the basic mathematics and English skills necessary to move beyond high school.

The staff at CSSD is dedicated to making sure students receive the instruction they

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need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include: diagnostic assessment, CAHSEE preparation courses, direct instruction, one-to-one tutoring, and small group instruction. Please review your student’s test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.



If you have any questions about testing and/or a specific test you may contact the school counselor. The table below provides basic information about the standardized tests and

approximate administration dates. Additional information about state tests is posted on the California Department of Education website at <http://www.cde.ca.gov/statetests/>.

Assessments		Subject(s)	Grade Level(s)	Approximate Dates
NWEA Measures of Academic Progress (MAP)		Reading, Language Usage, Mathematics	7 th – 11 th	September—October & March—May
California English Language Development Test (CELDT)		English Language—Reading, Writing, Listening and Speaking	7 th – 12 th English Learners	September – October
Physical Fitness Test (PFT)		Physical Fitness Evaluation	7 th & 9 th	February
California High School Exit Exam (CAHSEE)		English Language Arts and Mathematics	10 th – 12 th Taken until both sections are passed	10 th grade-March 11 th -12 th grade-Nov & May 12 th grade only-Oct, Feb, July
California Assessment of Student Performance & Progress (CAASPP)	Smarter Balanced	English Language Arts and Mathematics	7 th —8 th & 11 th	May — June
	California Standards Tests (CST)/ California Modified Assessment (CMA)	Science	8 th & 10 th	May — June

Altus Graduation Options:

Altus Schools provide multiple graduation options for our students. As part of our personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at Altus is dedicated to offering many opportunities for students to succeed. Altus Schools offer two options for graduation:

- 1) Option 1 High School Diploma
- 2) Option 2 High School Diploma

Option 1 High School Diploma:

Students graduating with an Option 1 High School Diploma from an Altus School must complete 42 Semester Credits in grades 9-12. Altus schools' graduation requirements may fulfill the University of California (UC) and California State University (CSU) admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU bound students should take.

OPTION 1 GRADUATION COURSE REQUIREMENTS		
English - 8 semester credits		Mathematics - 6 semester credits
4 credits - English 1-4* 2 credits - American Literature* or Honors American Literature* 2 credits - World Literature*, Contemporary Voices in Literature* or English Literature* *4 years required		2 credits - Algebra 2 credits - Geometry 2 credits - Intermediate Algebra* or Integrated Math I 2 credits - Pre-calculus* or Honors Pre-calculus* 2 credits - Statistics* *3 years required, 4 years recommended
Science - 4 semester credits		Social Studies - 6 semester credits
2 credits - Physical Science (Earth Science, Physics* or Chemistry*) 2 credits - Life Science (Biology*) *2 years required, 3 years recommended		2 credits - World History*, Geography & Economics* 2 credits - US History* or Honors US History* 1 credit - Government* 1 credit - Economics * 2 1/2 years required
Electives - 13 semester credits		Senior Exhibition - 1 semester credit
PE credits earned prior to Altus will be counted as elective credits. UC/CSU: 2 credits –Approved electives in same area		All students must present a senior portfolio (met through the <i>Senior Exhibition</i> course)
World Languages and Visual, Performing and Practical Arts – 3 semester credits		
<u>Option 1:</u> 2 credits - World Language (both semesters must be the same language) 1 credit - Visual, Performing or Practical Arts	<u>Option 2:</u> 2 credits - Visual or Performing Arts 1 credit - Practical Art	<u>UC/CSU Option:</u> 4 credits – World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits – Visual or Performing Arts (both semesters need to be the same course)

OPTION 1 GRADUATION COURSE REQUIREMENTS, CONTINUED		
Computer Literacy – 1 semester credit or pass proficiency test		
Demonstrate proficiency in computer literacy in grades 7-12 by taking an approved course or testing out.		
CTE/Service Learning/WEE – 2 semester credits		
<u>Option 1:</u> 2 credits - CTE (Career and Technical Education)	<u>Option 2:</u> 2 credits - Service Learning (120 hours total of community service)	<u>Option 3:</u> Work Experience Education (240 hours of paid employment)
Grade Point Average (GPA)		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		
California High School Exit Examination (CAHSEE)		
All graduates must pass both the English Language Arts and Mathematics sections of the California High School Exit Examination in order to receive a diploma in California. <i>Passing score is 350.</i>		
<p>NOTE: Students, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.</p>		
<p><i>* Courses required for UC/CSU Admissions.</i> Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.</p>		



Option 2 High School Diploma:

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least **28** credits in the required courses and a minimum 2.00 GPA in those courses designated for the state of California Option 2 diploma.

Eligibility Criteria: The eligible student is at least 17 and 10 months, has less than 20 credits and has passed one or both parts of the California High School Exit Exam (CAHSEE) or is expected to pass the exit examination as demonstrated by other test scores, and/or test preparation coursework progress. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the Altus Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

Admission Requirements and Process:

- Student must be enrolled at an Altus school and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- Student has passed one or both parts of the California High School Exit Exam (CAHSEE) or is expected to pass the exit examination as demonstrated by other test scores, and/or test preparation coursework progress.
- Classroom teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of re-



quirements.

- Classroom teacher presents the student records, which includes parent consent documents, to the Altus Option 2 Committee, outlining why this option best meets the needs of this student.
- Altus Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the school counselor develops a new course plan.

Note: With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

Additional requirements include:

- The passage of the English Language Arts and Math California High School Exit Exam (CAHSEE) with a score of 350 or higher
- Competency in computer literacy
- Senior Exhibition
- One year of CTE, service learning, or work experience education

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OPTION 2 GRADUATION COURSE REQUIREMENTS		
English - 6 semester credits		Mathematics - 4 semester credits
Must have American Literature 1 and 2		Including Algebra 1, 2 and higher
Science - 4 semester credits		Social Studies - 6 semester credits
Including Biology 1, 2 and one year of a physical science		World History, Geography & Economics 1, 2; U.S. History 1, 2; Government 1; and Economics 1
Electives - 2 semester credits		Practical Arts - 2 semester credits
Recommended courses from our current Practical Arts list		All students must present a senior portfolio (met through the <i>Senior Exhibition</i> course) which fulfills 1 Practical Arts requirement.
World Languages and Visual, Performing and Practical Arts – 2 semester credits of Fine Arts AND 2 semester credits of Practical Arts (which includes Senior Exhibition)		
Computer Literacy – must prove competency in computer literacy		
CTE/Service Learning/WEE – 2 semester credits		
<u>Option 1:</u> 2 credits - CTE (Career and Technical Education)	<u>Option 2:</u> 2 credits - Service Learning (120 hours total of community service)	<u>Option 3:</u> Work Experience Education (240 hours of paid employment)
Grade Point Average (GPA)		
Students must have a minimum GPA of 2.00 in the required courses for Option 2.		
California High School Exit Examination (CAHSEE)		
All graduates must pass both the English Language Arts and Mathematics sections of the California High School Exit Examination in order to receive a diploma in California. Passing score is 350. NOTE: Students, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.		

College Admission Requirements

At CSSD, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, California State Universities (CSU), and University of California (UC) are listed in the table.

For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher) and/or visit the following websites:
www.actstudent.org or
www.collegeboard.org

ADMISSION REQUIREMENTS			
Elements	Community College	California State University (CSU)	University of California (UC)
<i>High School Education</i>	Diploma, GED, or CHSPE	Diploma (Including UC/CSU approved coursework)	Diploma (Including UC/CSU approved coursework)
<i>GPA</i>	Any	Calculated from UC a-g list courses taken after 9 th grade	Calculated from UC a-g list courses taken after 9 th grade
<i>Entrance Exams</i>	No entrance exam; assessments for course placement	SAT or ACT	SAT Reasoning Test plus two SAT Subject Tests in two different areas or ACT Assessment plus Writing

California High School Exit

Examination All students must take and pass the California High School Exit Examination (CAHSEE) before they receive a diploma at any public high school in California. The purpose of the CAHSEE is to ensure that students have the basic mathematics and English skills necessary to move beyond high school. Information regarding testing dates is available from your teacher.

Student Eligibility for Assistance in Preparing for CAHSEE after Grade 12

Pursuant to California Education Code section 37254, this is notification that:

1. Pupils, including English learners, who have not passed one or both parts of the California High School Exit Examination (CAHSEE) by the end of grade 12 are entitled to receive intensive instruction

- and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first;
2. English learners, who have not passed one or both parts of the CAHSEE by the end of grade 12, are entitled to receive services to improve English proficiency as needed to pass those parts of the CAHSEE not yet passed for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first; and
3. Pupils, who have not passed one or both parts of the CAHSEE by the end of grade 12, have the right to file a complaint regarding intensive instruction and services under the Uniform Complaint Procedures if he or she was not provided

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the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first.

If you have any questions about eligibility for services, wish to obtain services, or wish to file a complaint regarding services, please contact the School Counselor at 10170 Huennekens Street, San Diego 92121 and (858) 678-2020.

Grade Suppression

Students wishing to suppress a “D” or “F” grade earned from an approved (by an Altus school) accredited school or district outside of the Altus Schools Network must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

Grade Validation

If a student earns an “F” grade for the first semester of a year-long course but earns a passing grade of “C” or better for the second semester of that same course, credit shall be allowed for both semesters and a passing

grade of “D” shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from the Altus Schools Network.

If a student earns a passing grade for the first semester of a year course and an “F” grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester “F” grade shall be recorded as a final grade.

CSSD will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, or nonpublic, nonsectarian school or agency.

Graduating Class Year Determination

Students who satisfy graduation requirements by the end of July of the school year (i.e., 13-14, 14-15, etc.) and have passed both portions of the CAHSEE of the July administration will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July, and/or do not have confirmation of passing the CAHSEE by October 1, will receive their diploma with the next year’s graduating class.

Graduation Ceremony Graduation is a special and dignified event. The commencement ceremony is typically held at the Organ Pavilion in Balboa Park at the beginning of June.

Students wishing to participate in the graduation ceremony from an Altus School must complete the following requirements:



- Complete all stated requirements for a high school diploma. **OR**
- Complete all stated requirements for the California High School Proficiency Exam (CHSPE).

AND

- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend both Graduation Rehearsals.
- Follow all graduation ceremony rules and regulations.

Graduation Ceremony Expectations

- The graduates must wear the designated cap and gown.
- Gentlemen should wear a white collared dress shirt with a tie, dark slacks (not jeans), and dress shoes.
- Ladies should wear a nice dress, pantsuit, or outfit with dress shoes.
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

Senior Exit Orientation Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial

***Pathways –
Education with a Purpose***

From their entrance into the Altus Schools Network, with support from counselors and teachers, students focus on their future through various ***Pathways***. ***Pathways*** is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on choices, including four-year colleges and universities, community college, military, and vocational studies.

An Introduction to Careers 1 course for 9th, 10th and first semester 11th grade students helps shape the thought process of the students while they explore their career interests and they progress through high school. Students' choices are supported by Naviance, a web-based resource. Naviance provides students and parents access to colleges' and vocational schools' information, scholarships and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support ***Pathways*** such as career days, college days, military days, guest speakers, field trips, work experience, service learning and internships.

aid filing, scholarship information, college application process (with a focus on community college). Attendance at this meeting may be waived for students who do not plan to participate in the June graduation ceremony.

Pathways/Naviance Family Connection

Our PATHWAYS/Naviance Family

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Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path.

My Personality Type: Learn about your personality strengths and gain insight into your educational and career needs.

My Learning Style: Learn what environment and methods make learning optimal for you.

Explore Interests: Complete a Career Interest Profiler and explore what careers appeal to you.

My Game Plan: Create targeted goals for after high school, including college interests,

athletic programs, chosen references, etc.

College Search/Lookup: Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

My Test Scores: Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

My Scholarships: Use the scholarship list to locate scholarships and add matches.

My Resume: Use the resume tool to create your own resume.



ENROLLMENT, STUDENT/HEALTH SERVICES

Site to Site Transfers Students may apply for a transfer to another Altus learning center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Classroom availability

Contact the classroom teacher to initiate the site to site transfer process. Students are not guaranteed to transfer to another classroom within CSSD.

Enrollment/Transfer Process Students who choose to discontinue enrollment at an Altus School may attend other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the classroom teacher about the desired transfer. The classroom teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet CSSD attendance requirements until the student is officially transferred to the new school.

Transcripts and Records Requests

Transcripts and records requests must be made in writing. Transcript requests may be submitted using the online form found on the CSSD website, www.charterschool-sandiego.net. Requests may also be faxed to CSSD at (858) 552-6666 or mailed to: *The Charter School of San Diego; Attention:*

Student Records; 10170 Huennekens Street, San Diego, CA 92121.

The written request must include the following:

- Student's full name (used when attending an Altus School)
- Student's date of birth
- Contact information (phone & address)

Attendance Verification Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should coordinate with their teachers. Parent/guardian signatures are required. These documents often require research into student records and a signature of a school official. Please allow at least one week lead time.

Work Permits Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting attendance requirement
- No trancies
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the classroom teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the

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Work Permit Office has the right to decline any student from receiving an official approved work permit.

Release of Student and Parent/Guardian Information

UNLESS PARENTS/GUARDIANS REQUEST OTHERWISE, DIRECTORY-TYPE INFORMATION will be released, in accordance with State law, to any person, official or organization as defined below except private profit-making entities other than employers, potential employers, media,

and private trade/professional schools. Directory information includes the student’s name, address, dates of attendance, and degrees and awards received.

Parents who prefer that this type of information not be released need to notify the school office in writing. Notification can be made by:

- Checking the “**No**” box to “*Authorize school to release student’s directory information*” on the Enrollment Form.
- Submitting a written note or letter to the school office.

Individuals and Organizations Authorized to Receive Directory-Type Information (Unless prohibited by parent/guardian)	Student Information (Directory-Type)
Press, television, radio, school publications, and other media organizations	Name and address; interview comments and photographs of students participating in school activities; students receiving scholastic or other honors and awards
Law-enforcement agencies	Name and address; home telephone number of parent(s), if not unlisted
Employers or potential employers to whom a student has applied for employment	Name and address; birthplace; birth date; age
Military recruiters upon request (as required by federal <i>No Child Left Behind</i> legislation)	Name and address; telephone number of student’s parent(s), if not unlisted, of secondary students
Civic and nonprofit organizations that wish solely to recognize and/or award students with high academic achievement (e.g., honor roll students, valedictorians, salutatorians)	Name and address; telephone number; enrollment status; degrees and awards received; and dates of attendance
Prospective grantors and financial institutions to which students have applied for financial aid	Name and address; telephone number; enrollment status; degrees and awards received; and dates of attendance

Health Program Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse ensures to provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and community resources.



student may be excused from health instruction upon written request from the parent.

Health Screenings State-mandated assessments will be provided for the indicated grade levels: 8th, 10th, 11th grade hearing screening and 9th grade vision, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated. *Note:* A student needs a written parent request to be excused from health assessment screenings.

Immunizations and Control of Communicable Disease California law requires proof of an immunization record from the parent or guardian indicating the student has met all the immunization requirements prior to admission to our school. However, if any immunization(s) are contrary to the student's medical status or personal beliefs, the parent must sign an affidavit regarding the immunization(s).

Health Curriculum Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making are incorporated into the curriculum. Parents may request to preview instructional and audiovisual materials dealing with human reproduction and sexuality and the state law pertaining to HIV/AIDS and sex education. Please note that a

We are required to cooperate with the San Diego Department of Public Health to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.

Medications at School No state laws allow the administration of any over-the-counter or prescribed medications by unlicensed school staff without a physician's order and written parent permission on file for each individual

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student. California Education Code, Section 49480 requires parent to notify school staff of any medications their student is taking on a continuing basis for chronic health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

Other Services/Resources Available Altus partners with many community service organizations and agencies to support students and families. This is to ensure that the focus for the student is on learning and academic success. To access these services/resources, contact your teacher, school nurse (858) 678-2036, or counselor (858) 678-2020.

KEY SCHOOL POLICIES

Students Responsibilities

- Attend school according to the schedule on the master agreement, arrive on time, and return directly home after each appointment.
- Complete ALL assignments as scheduled.
- Participate in classroom activities.
- Follow all classroom rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements (“put-downs”).
- Respect the property of the school, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

Student Citizenship The grading criteria for citizenship are based on the student attendance and punctuality of classroom appointments, attitude, preparation to learn and completion of courses on time. Students can earn an Excellent, Good, Satisfactory, or Needs Improvement based on the above mentioned criteria.

CSSD expects our students to be good citizens and to be honest. We expect students

to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

Internet/Technology Use Policy Technology and access to the Internet are part of the learning opportunities available at the Altus Schools. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the Internet must be used productively to support academic progress. The school will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions with the Internet.

Loitering Law It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 1:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school. (Municipal Code Section 58.05) This means that students should either be in the classroom or at home between the hours of 8:30 a.m. and 1:30 p.m., Monday through Friday. Students

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are permitted to be in other locations during these hours only if the student is accompanied by a parent or guardian.

Zero Tolerance Altus Schools subscribe to the Zero Tolerance Policy which mandates expulsion of students who come to school with any sort of weapon or anything which can be used as a weapon, who cause serious fights, or who offer drugs for sale on or near the campus. In addition to discipline, if a student is found to have violated the law, he or she may be arrested or taken to a juvenile detention facility.

The following offenses will require immediate action:

- Fighting/open rebellion
- Possession or use of drugs
- Bullying, cyber-bullying or harassment
- Defiance/unprovoked attack
- Smoking
- Stealing
- Vandalism
- Profanity, Vulgarity, or Obscene Acts
- Severely inappropriate behavior

Expulsion Policy A full Board of Directors approved policy is listed on our web site at www.charterschool-sandiego.net under the “Students”/”School Policies” tab.



Dress Code In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Parents/guardians will be notified and students will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags

Cell Phone/Electronics Policy Student possession and use of cellular phones, pagers and other electronic devices (iPods, mp3 players, etc.) on school campuses while under the supervision and control of school employees is permitted under the circumstance described herein. All students may use these devices before school begins and after school ends. These devices must be kept out of sight and turned off during the instructional program. Students are not allowed to step outside of the classroom to use their cell phones during scheduled Learning Center hours. This includes making

or accepting phone calls. During Learning Center hours phone calls should be limited to arranging for transportation or possible unexpected emergencies. If a student needs to contact their parent/guardian or the parent/guardian needs to contact the student it should be done through the student's teacher. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of device by classroom teachers. Devices will be returned at the end of the day to the student/parent. Repeated unauthorized use of such devices may lead to disciplinary action.

Parents' Responsibilities

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the classroom.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate workshops, seminars and field trips.
- Meet with staff when requested, particularly during the fall, spring, and summer parent-teacher conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

Parents' Role in Discipline and Behavior

Parents are expected to cooperate with school

staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

Emergency Procedures Altus Schools have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers.

If you have questions about our emergency preparedness program, please contact the School Site Coordinator at (858) 678-2020.

Altus Schools define crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural

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disaster we ask the following:

- Please *do not* telephone the school. Telephone lines will be needed for emergency communications.
- Please *do not* drive to the classroom if possible. Streets should be as open as possible for emergency vehicles.
- Turn your radio to AM 600 or 1170 on the AM dial. Information and instructions for picking up students during or after an emergency will be given over the radio.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

Student Sexual Harassment Policy Altus Schools are committed to making the schools free from sexual harassment. This means that that we prohibit harassment made by someone from or in the educational setting. Sexual harassment can be such actions as: unwelcome sexual advances, requests for sexual favors, verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

Altus Schools prohibit conduct that has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

Altus Schools further prohibit sexual harassment in which a student's grades, benefits, services, honors/awards program or activities are dependent on submission to such conduct.

Students should report any sexual harassment to their teacher, counselor, or school site coordinator. Students who violate this policy shall be disciplined appropriately. This includes suspension or possible expulsion. Employees who violate this policy shall be disciplined according to personnel procedures. All Altus Schools employees sign a Code of Ethics outlining appropriate ethical conduct and expected staff-student interaction. We believe that we can resolve harassment issues at the school site. If not, students may contact: the School Site Coordinator, (858) 678-2020; 10170 Huennekens St., San Diego, CA 92121.

Title IX Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance.

Altus Schools are committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination.

Altus Institute's Director of Instruction and Innovation, Tim Tuter, has been designated as the Title IX coordinator for all Altus Schools. You may contact him at any time by calling 858-678-2042 or email at ttuter@altusinstitute.net.

Student Non-Discrimination Altus Schools are committed to equal opportunity for all individuals in education. Altus Schools shall promote programs which ensure that



discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

No student may discriminate, injure, intimidate, interfere with, oppress, or threaten any student or anyone from an Altus School because of race, color, religion, ancestry, national origin, physical and mental disability, gender or sexual orientation. Any student who engages in such activities may be subject to disciplinary action up to and including expulsion and the police may be contacted to take further action.

Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Site Coordinator at (858) 678-2020.

Teacher Qualifications Our school's focus on delivering a strong standards-based and

personalized educational program meets the goals of *No Child Left Behind*. Many parts of the law, including professional development for teachers, communication with parents, opportunities for tutoring, and school choice have always been common practice at Altus Schools.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

We are sure you know your child's teacher and qualifications very well, but the law gives you the right to request information about:

- Whether the teacher has met the criteria for grade levels and subject areas taught;
- Whether the teacher is teaching under an emergency credential or license, or other provisional status;
- The baccalaureate degree major of the teacher and any graduate degree held by the teacher, and the field of discipline of that degree;
- The qualifications of the paraprofessional in your child's classroom.

Parents are invited to seek further information

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on their specific teacher or paraprofessional.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned learning center, via email or telephone within 24 hours. Ask your teacher for the list of these teacher subject-matter resources. Please contact the Operations Administrator at (858) 678-2039 if you have any questions.

Communication CSSD seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic AlertNow automated messages to your contact numbers. These messages will contain timely, important information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

LEA Uniform Complaint Procedures Policy

The school shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

Textbooks and instructional materials:

- a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted

textbooks or other required instructional materials to use in class.

- b. A student does not have access to textbooks or instructional materials to use at home or after school.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

California High School Exit Examination (CAHSEE) intensive instruction and services:

A student, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the student has passed both parts of the exam, whichever comes first. (Education Code 35186)

Filing of Complaint

A complaint alleging any condition(s) specified in items #1-2 above shall be filed with the Program Administrator or designee. The Program Administrator or designee shall forward a complaint about problems beyond his/her authority to the President/CEO or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

Investigation and Response

The Program Administrator or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30

working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the Program Administrator or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the Program Administrator or designee shall report the same information to the President/CEO or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

Reports

The President/CEO or designee shall report summarized data on the nature and resolution of all complaints to the Board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The President/CEO or designee shall ensure that the schools complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the schools complaint form in order to file a complaint. (Education Code 35186)

The President/CEO or designee shall ensure that a notice is posted in each classroom containing the components specified in Education Code 35186. (Education Code 35186)

Student Fees Policy This student fees policy has been adopted by the Board of Directors of The Charter School of San Diego in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (“AB 1575”) (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

General Statement of Policy

The Charter School of San Diego operates free public charter schools, and no student enrolled in The Charter School of San Diego shall be required to pay a student fee for participation in The Charter School of San Diego’s educational activity unless specifically authorized by law.

Definitions

For purposes of this policy and pursuant to AB 1575, “educational activity” means any activity offered by The Charter School of San Diego that constitutes an integral fundamental

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part of a student's education, including, but not limited to, curricular and extracurricular activities. "Educational activity" does *not* include: (a) transportation (bus) to and from school; (b) child care services for students whose parents cannot pick up their student immediately after school.

For purposes of this policy and pursuant to AB 1575, "student fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include: (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit; (b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment; (c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

Specific Student Fee Provisions

1. All supplies, materials, and equipment needed for students to participate in The Charter School of San Diego's educational activities shall be provided to students by the school free of charge.
2. The Charter School of San Diego does not use a fee waiver policy to make any

student fee permissible.

3. The Charter School of San Diego does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by The Charter School of San Diego, or students who make voluntary donations to The Charter School of San Diego's programs and activities, are not provided a higher educational standard than students who do not.

4. The Charter School of San Diego does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and The Charter School of San Diego does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.

5. All students at The Charter School of San Diego participate at Graduation that is part of the curriculum. A cap and gown will be provided by The Charter School of San Diego to students and will be returned to The Charter School of San Diego after the Graduation ceremony. The Charter School of San Diego may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are permitted to participate, and provided necessary cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown.

6. The Charter School of San Diego may charge students a reasonable fee for the replacement of lost, damaged or unreturned

school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.

7. All students at The Charter School of San Diego participate in field trips that are part of the curriculum, which are provided to students by The Charter School of San Diego free of charge. The Charter School of San Diego may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

8. Students and parents of students will be provided a copy of this policy at the start of

each school year as part of The Charter School of San Diego's Student and Parent Resource Guide.

9. Students, parents or guardians who believe they are being charged an impermissible fee under AB 1575 should contact the Director of Instruction and Innovation, and all complaints will be addressed pursuant to The Charter School of San Diego's Uniform Complaint Procedures Policy set forth in Student and Parent Resource Guide. As outlined in the Uniform Complaint Procedures Policy, some complaints related to school fees may be made anonymously. In the event any complaint is found to have merit, The Charter School of San Diego will reimburse all affected students, parents and guardians.



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