

Livingston County Alternative School

Alternative School Program – Grades 9-12 (Revised August 8, 2008)

920 Custer Ave. - Suite D
Pontiac, Illinois 61764
(815) 844-2512

Introduction

I. **History:** The Regional Alternative School Program has been in existence for the past 19 years providing educational services for students throughout Dewitt, McLean and Livingston counties. The program emerged from an interest of local school administrators and educators to provide programming for students considered to be at-risk of dropping out of school. The program was initiated to provide students who did not qualify for special educational services and who were not experiencing success in the traditional day school program, for a variety of reasons, with an option to continue their education.

The Regional Alternative School program has expanded within the past few years to include additional sites at Pontiac and Clinton to better serve students throughout the three county areas. The program is available to any student residing in Dewitt, Livingston and McLean counties. To participate in the Alternative School program, a student must be officially enrolled in his/her Home School District and be referred by the administration of their Home School.

Students who will benefit from the educational structure and environment of the Regional Alternative School program may exhibit some but not all of the following characteristics:

- "At-risk" status due to social factors that may affect the student's ability to attain academic success, such as: frequent mobility, low self-esteem, and various family situations.
- Overage for grade level.
- Students who do not qualify for special education services but would benefit from an alternative form of educational structure providing an individualized and remedial approach.
- History of, or current, incompatibility with traditional day school, that may be indicated through: truancy, minor discipline problems, and academic failure.
- Unable to attend traditional day school due to employment, parenthood, or other circumstances.
- Employment that prevents them from attending school during the day.

Home Schools are responsible for recommending students who exhibit characteristics that lead the Home School personnel to believe the student may be successful in the Regional Alternative School. Factors that should be considered are: ability level, student support, parent support, credit status, discipline history and willingness to participate in a work coop program. Students enrolling in the Regional Alternative School may not be receiving any current special education services and must have credit status that will allow them to graduate by the age of 21.

It is the goal of the Regional Alternative School program to do what is best for the individual student in cooperation with the student's Home School. The Director and Site Coordinator will work with the Home Schools when a student's success in Regional Alternative School may be questionable.

Mission Statement

The mission of the Regional Alternative School is to motivate, assist, challenge and enable each student to attain success in school in order for them to complete the requirements for a high school diploma, that will enable them to be a more productive, thoughtful, and a confident citizen in a global society.

Statement of Beliefs

We Believe That:

Learning is a lifelong requirement for the maintenance of a free and democratic society; therefore; we equip students with the knowledge, skills, and attitudes necessary for a life of continuous learning.

We Believe That:

The members of a society must be able to work together to achieve the goals of the individual and the community; therefore; our curriculum is designed to include diverse learning activities intended to teach students how to work effectively in groups.

We Believe That:

All students can and will learn because low achievement is often due to negative past experiences resulting in poor attitudes and study skills than lack of ability; therefore; we detect deficits in those basic study skills and attitudes, and emphasize an improvement in those skills and attitudes throughout all courses and activities.

We Believe That:

The world and future will belong to those who are able to understand the history, languages, cultures, and dreams of people everywhere; therefore; we help students develop a true understanding of different cultures through an appreciation and tolerance of differences as well as similarities.

We Believe That:

The acquisition of knowledge and skills in itself is insufficient to form a responsible and productive member of society; therefore; we encourage the ethical growth and development of each student.

We Believe That:

All students have a right to learn in a safe and caring environment free from disruptions, threats and intimidations; therefore; we will provide a safe and orderly environment that will not tolerate any classroom disruptions.

We Believe That:

Learning can best take place in an atmosphere of respect for teachers and peers; therefore; we view discipline as a teaching tool which guides and directs students to assume responsibility for their choices and where consequences are applied fairly in an objective and caring atmosphere.

Registration Procedures

I. Home School Referrals: All students are required to register at their Home School, as they remain legal students of that Home School. The registration includes the following steps:

- proof of compliance with state health requirements
- proof of residency and citizenship
- completion of emergency cards
- payment of school fees

Only properly registered students will be enrolled in the Regional Alternative School and will have priority in the scheduling process. Students, who have applied but have not completed their Home School's registration requirements, will be placed on a waiting list.

Process for enrollment in the 9-12 Regional Alternative Education School:

- The Home School counselor and/or administrator meets with the student to explain the options available to the student and the benefits of the Regional Alternative School.
- Completion of the Referral Form with parent and student signatures.
(Refer to a copy of the Referral Form in the appendix)
- After obtaining student and parental consent, the counselor or administrator completes the Referral Form and submits it with transcripts and information pertinent to behavior and attendance.
- The Referral Form is approved by the Home School District's administration and sent to:

High School Registration
Regional Alternative School
408 W. Washington
Bloomington, Illinois 61701

- The Regional Alternative School Director will review the Referral, and if it is determined the student is an appropriate candidate for the program, a conference will be scheduled with the student and his/her parents.
- If it is determined after the interview with the parents and student that the Alternative School is an appropriate program to meet the educational needs of the student, an academic schedule will be developed and a copy will be sent to the Home School.
- If the student is not accepted, the Home School will be notified and the application form will be returned.
- Written verification of enrollment date of accepted students will be sent to the Home School District and will be updated on a regular basis throughout the school year.

II. Emergency Procedures:

Parents of all students are required to fill out an emergency card. In emergency situations, The School calls the numbers listed on the card. It is essential that parents update these cards if their address, phone number, or emergency contact person changes.

Student Progress

I. Student Success Plan: Each student will be required to develop an individual educational plan. The Site Coordinator will assist the student in developing his/her plan. The plan must receive the approval of the Site Coordinator and include the setting of goals in the following areas:

- Attendance
- Grades
- Employment
- Counseling services
- Graduation plan

The completed plan will be utilized throughout the academic year to assess the individual progress of the student. The Site Coordinator will review the plan each semester and appropriate revisions made to accommodate the changing needs of the student.

II. Reporting of Grades:

Grades will be assigned at the conclusion of each semester. Grades will be mailed home to the student's parent/guardian with a copy of the report card sent to the student's Home School.

Progress reports will distributed to both the student and parent/guardian whenever the instructor feels it is appropriate. Progress reports should be used anytime during the school term to communicate to the student and parents when there may be a concern with the academic progress of the student.

III. Grading: Each teacher will maintain an evaluation record for every student using the following guidelines:

1. Each student will be expected to successfully complete a minimum standard of academic work for each week they are enrolled in the program. The minimum expectations for each course are outlined in the curriculum guides and these expectations will be communicated to the students on a weekly basis.
2. The final grade will reflect **both** the student's effort at completing the required assignments and an assessment of the student's academic proficiency on tests, quizzes, exams, class projects and reports.

Letter Grades: A, B, C, D and F will be assigned each week for the academic work earned by the student.

- A** = Outstanding Achievement - 90% or above
- B** = Above Average Achievement - 80% - 89%
- C** = Average Achievement - 70% - 79%
- D** = Below Average Achievement - 60% - 69%
- F** = Failing - 59% or below

NA = Non-attendance will be assigned for a student who did not attend enough class hours during the grading period to warrant any type of a grade.

Effort Grade: Students will also receive a numerical grade, (3-0), to reflect their effort on the completion of required assignments and activities for the week.

- 3** = Maximum effort on assignments for the week. The student remained on task and cooperated with the teacher at all times.
- 2** = Meets Expectation. The student completed the majority of class work at an acceptable level and cooperated with the teacher the majority of the time.
- 1** = Did not meet expectations. Student did not complete all required work or cooperate with the teacher at an acceptable level.
- 0** = Did not do any work.

IV. Parental Involvement - Communication between home and school helps bind the student, parents, teachers and administration into a team working toward a common goal of helping the student to succeed. Conferences allow the people most directly involved with the student to become actively involved in the educational process. Parents will be strongly encouraged to become actively involved in their child's educational program by attending conferences when scheduled by the teachers or administrators. The staff and administration will keep flexibility as a top priority when scheduling conferences with parents to accommodate their busy work schedules.

Parents and guardians are strongly encouraged to contact the school to schedule a conference whenever there is a question or concern.

Alternative School Curriculum

Language Arts Curriculum

The language arts curriculum of the Regional Alternative School will focus on the development of skills in reading, writing, speaking, spelling, listening, and on the study of literature. The skills, knowledge, and understandings of language arts will be integrated and reinforced in all curriculum areas.

Communication skills are central to the overall development of students; therefore, the Regional Alternative Education Program will make every effort to insure that students learn and use these skills on a regular basis.

Course Offerings

- | | |
|--|---|
| * Freshman Language Arts | * Sophomore Language Arts |
| * Freshman Language Arts II | * Sophomore Language Arts II |
| * Introduction to American Literature | * Introduction to World Literature |
| * Advanced Readings & Writings
in American Literature | * Advanced Readings and Writings
in World Literature |

Mathematics Curriculum

The mathematics curriculum of the Regional Alternative School will focus on the understanding of mathematical concepts and on the development of problem-solving skills. The curriculum at all levels should afford the student opportunities to apply the tools of mathematics to problems in a range of business and everyday situations.

Course Offerings

- | | |
|---------------------------------------|--------------------------------------|
| * Introduction to HS Algebra | * Introduction to Geometry |
| * Algebra I | * Geometry I |
| * Jr. Math, Practical Applications I | * Sr. Math I, Consumer Applications |
| * Jr. Math II, Practical Applications | * Sr. Math II, Consumer Applications |

Science Curriculum

The science curriculum of the Regional Alternative School, through application of the scientific approach to problem solving, will focus on those skills, knowledge bases, and experiences necessary to the understanding of natural phenomena and their causes or effects. Special emphasis will be given to the interdisciplinary nature of science as it enhances students' understanding of their environment and world.

Course Offerings

- * Physical Science
- * Biological/Health Science
- * Earth Sciences
- * Environmental Science
- * Technological Sciences
- * Advanced Concepts in Biological/Health Sciences
- * Advanced Concepts of Earth Science
- * Advanced Concepts of Environmental Science

Social Studies Curriculum

The social studies curriculum of the Regional Alternative School will expose students to a wealth of historical and contemporary knowledge and perspectives; key turning points and themes in history, political, and environmental geography; ideologies of the world economics; and an awareness of current events and issues, citizenship responsibilities necessary for the preservation of democracy. Students will be encouraged to exhibit tolerance and empathy, while being prepared to participate effectively and responsibly in an ever-changing world.

Students should gain an appreciation of the uniqueness of the United States encompassing the diverse heritage of its people, history, environment, and government. It is vital that students understand the beliefs and ideals of our American democracy.

The social studies curriculum will reinforce reading, writing, oral communication, thinking, and study skills. Students will be able to analyze ideas, concepts, and moral dilemmas with coherent written and oral opinions.

Course Offerings

- * World History
- * American History
- * World Geography
- * US and Illinois Government
- * Advanced Topics in World History
- * Advanced Topics in U.S. History
- * Sociology

Career Education

The career education program will promote the desire to work and assist the student in acquiring the necessary skills to become a successful and productive full-time employee. Students will be taught the relationship between education and work, good work habits and values, career opportunities and occupational stereotyping will be discouraged.

A student work program will be developed and implemented under the direction of the Work Coop Coordinator and appropriate staff members. Each student in the Alternative School will be required to participate in the career education program with the opportunity to participate in employment activities as an extension to the regular classroom instruction. Students will earn ½ credit for successfully completing the requirements of the Work Coop Class.

In conjunction with the Work Coop class, students will earn ½ credit for working 200 hours per semester and another ½ credit for 200 hours per semester of job mentoring. The Work Coop Coordinator along with the job site supervisor will evaluate and grade the student.

Independent Study

Site coordinators may allow 11th and 12th grade students to take courses independently. Students must complete a registration form and have it approved by the site coordinator to enroll in an independent study course.

Independent study courses will be one semester in length and worth ½ credit. An independent study course may not be taken in place of courses offered through the regular program. Students will be limited to one independent study course per semester.

II. Multi-cultural Education: The instructional program will emphasize multi-cultural education by presenting the contributions of all races and cultures, and by recognizing in all grades the similarities of students' various cultures.

III. Discussion of controversial issues will be age appropriate, serve an educational purpose, be consistent with the curriculum, and present a balanced view.

The following guidelines will be used in teaching controversial issues in the classroom:

- All issues will be studied with as much objectivity as possible.
- In discussing controversial issues, the teacher will not seek to bring about a single conclusion to which all students must subscribe.
- In discussion of controversial issues, the teacher will not suppress a student's view on the issue as long as the expression is not derogatory, malicious, or abusive toward others views.
- No one student will be permitted to dominate the discussion.
- All sides of an issue, within the scope of any course of study, will be explored.
- It will be the responsibility of the teacher to distinguish opinion or interpretation from fact, when recognized.

IV. Graduation Requirements: All requirements for graduation will be set and approved by the student's Home School District.

The Regional Alternative School will send grades and documentation of completed course work to the Home School at the conclusion of each semester. The Home School will determine the course work that will be accepted to meet their graduation requirements. When all requirements for graduation are approved by the Home School, the high school diploma will then be issued by the student's Home School District and the student may participate in the graduation ceremony.

Each student that will indicate the courses he/she will take to satisfy the graduation requirements at their Home School District. The individual plan will be approved by the Home School's administration at the beginning of each school year.

V. Testing and Assessment: The student testing and assessment program will adhere to the appropriate guidelines as established by the State of Illinois. Standardized tests, ISAT, PSAE and any other state mandated tests will be administered to Alternative School students with the guidance and approval of the Home School District.

Attendance

I. Daily Schedule: School hours include two sections from 11:15 AM to 5:15 PM, Monday through Thursday. Section I meets from 11:15 – 2:15 PM and Section II from 2:15 – 5:15 PM. Remediation classes meet on Fridays from 11:15 AM to 2:15 PM for both sections. Students will be scheduled for four academic classes and will also be expected participate in a daily two hour work program to meet their daily attendance requirements.

Section I	Freshman/Sophomore Science/Math Block	11:15 AM – 12:45 PM
	Junior/Senior English/Social Studies Block	
	Freshman/Sophomore English/Social Studies Block	12:45 AM - 2:15 PM
	Junior/Senior Science/Math Block	
	Work Coop Class Participation	2:30 PM – 5:00 PM
Section II	Freshman/Sophomore Science/Math Block	2:15 PM – 4:45 PM
	Junior/Senior English/Social Studies Block	
	Freshman/Sophomore English/Social Studies Block	4:45 PM - 5:15 PM
	Junior/Senior Science/Math Block	
	Work Coop Class Participation	11:30 AM – 2:00 PM

II. Absences: Class attendance is required. There are no excused absences. Any student who misses **eight times** during the semester may be dropped from the program.

Notification procedures:

- 3rd absence – letter is sent to the parents/guardians with a copy sent to the Home School.
- 6th absence – parents/guardians are notified by phone to schedule a conference with the Site Coordinator and a letter sent to the Home School District.
- 8th absence – student is dropped from the program, parents/guardians are notified by letter. Home School is notified.

III. Reporting of Absences: Parents/guardians should notify the office between 3:00 PM – 3:30 PM if the student will be absent or tardy: **(815) 844-2512**

It is the responsibility of the student to make up all work missed due to an absence. In case of a pre-planned absence, students are expected to complete all work before leaving or as soon as possible after their return. In the case of an illness or some other unplanned absence, students should contact their teachers as soon as they return to school to turn in or receive assignments.

IV. Tardiness: Students are expected to be punctual and respectful of other people's time. Tardiness not only impacts on the beginning of the student's day, but also is disruptive to the class and infringes upon the rights of others. Habitual tardiness will not be tolerated. If frequent tardiness occurs, school authorities will contact parents and measures to remedy the situation will be explored, including dismissal from the program.

V. Release of Students: Students may not leave school for any reason, except a family emergency. A request to be dismissed early must be confirmed through a parental telephone call indicating the time and the reason. Leaving early without administrative approval will be considered an absence.

School Calendar

Refer to a copy of the school calendar on our website <http://www.rasblm.org> for the dates of school holidays and vacation periods.

Internet/Computer Access

Students have access to the Internet and computers on a daily basis. To ensure the proper use of these resources, all students and guardians are required to sign a receipt acknowledging receiving a copy of the policies covering computer/Internet use at the Regional Alternative School.

Visitation Policy

No visitors will be allowed on Regional Alternative School sites unless approved by the Director or Regional Superintendent of Schools.

Unwanted visitors will be asked to leave the building site immediately. If they do not cooperate, law enforcement authorities will be called and criminal trespassing charges will be filed.

All visitors must report to the main entrance when entering the building.

Health Policies and Procedures

I. Administration of Medication: The office staff administers medications when the following specific requirements are met:

- Parent authorization for each medication is in writing
- Doctor's permission is in writing. The label must state:
 - * student's name
 - * name of drug
 - * dosage
 - * direction for use
 - * physician's name
 - * expiration date of a time-dated drug
- The School does not issue any form of medication to students, including over-the-counter drugs, such as aspirin or Tylenol.

Any medications brought to school must be stored in the office with a signed form. Any student violating the terms of this policy, taking or distributing any type of drug or medication, prescription, over the counter or a look-a-like drug; may be dismissed from the program.

II. Exclusion for Illness: Alternative School students will be required to follow all state laws concerning proper immunization and health records. Health records are to be updated with the Home School when necessary. Updated health records must be on file with the Home School District prior to a student being allowed to enroll in the Regional Alternative High School Program.

If a student shows any symptoms of illness, such as a temperature, nausea, diarrhea, sore throat or rashes, the students should not come to school until the seriousness of the conditions has been determined or the symptoms have disappeared. This will help reduce the spread of infections at school.

If a student shows such symptoms while at school, the student will be excluded from the program. The following procedures will be followed:

- The student will be asked to report to the main office.
- Parents will be notified to make arrangements to have the student picked up at school. If the parents cannot be reached, the person designated on the emergency card will be called. It is essential that parents list people on the emergency card who will be able to pick up the students if the parents are not available.

III. Homebound Instruction: A student absent from school for more than seven consecutive days because of health related problems or physical impairment should contact his/her Home School regarding home tutoring. The Regional Alternative School will work in cooperation with the Home School and its procedures in order to maintain the student's progress in all academic classes.

Transportation Procedures and Policies

I. **School Cancellations**: If school is closed or starts late due to severe weather, a power outage or other problems, local radio stations will announce our closings. Only under extreme circumstances will school be closed once students have arrived. Closings will be announced on local radio stations. Listen for "Livingston County Regional Alternative High School" under school closings.

II. Transportation to and from the Alternative School program will be the responsibility of the individual student or the Home School District. All rules and regulations concerning transportation will be decided by the Home School District. Any questions, concerns or problems with transportation issues should to be directed to the administration of your Home School district.

III. Students will not be permitted to go to their vehicles after they arrive at school. The parking lot and all vehicles will be off limits to any student during school hours. The Alternative School staff will provide any transportation necessary during the school hours.

Student Behavior and Discipline

I. **Student Rights and Responsibilities**: All students are entitled to enjoy the rights protected by the Federal and State Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate the Regional Alternative School policies or rules will be subject to disciplinary measure.

II. **Search and Seizure**: For the safety and supervision of students in the absence of parents/guardians, to maintain discipline and order in Regional Alternative Education, and to provide for the health, safety, and welfare of the students and staff, Regional Alternative School staff are authorized to conduct searches of students and their personal effects, as well as site property. Alternative School employees and administrators may search a student and/or the student's personal effects (i.e. purses, wallets, knapsacks, book bags, etc.) when there are reasonable grounds for suspecting that the search will produce evidence the student has violated or is violating either the law or Regional Alternative School's conduct rules. The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

When feasible, the search should be conducted as follows:

- outside the view of others, including students
- in the presence of an adult witness

Seizure of Property: If a search produces evidence that the student has violated or is violating either the law of the program's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. Parents shall be notified as soon as possible and a written report will be completed with copies sent to the Alternative School Director and the Home School District. When appropriate, such evidence may be transferred to the law enforcement authorities.

III. Student Contract: Students enrolling in the Regional Alternative School must agree to follow the rules and procedures established by the Regional Alternative School administration and staff. Students and their parents/guardians are required to sign a **Student Contract of Understanding and Commitment** when accepted into the program. Failure to sign the form or comply with the policies and rules as outlined in the contract and student handbook will jeopardize the enrollment status of the student.

IV. Classroom Participation and Behavior: Effective use of class time is critical to student learning. Teachers prepare lessons for each class and it is the shared responsibility of each student to meet the day's objectives for the class. Students who cooperate with the teacher help the class as well as themselves in the learning process. The primary goal of the school is academic achievement and improvement for all students.

Classroom distractions, disruptions and lack of participation will not be tolerated. Refusal to participate in classroom activities, complete academic assignments or involvement in activities which disrupt the academic environment for others; will be dealt with harshly and may result in withdrawal from the Alternative School program.

V. Specific School Rules: Students are expected to assume the responsibility for their conduct in a manner consistent with the respect for all other people and other people's property. Failure to do so will result in disciplinary action by the program director and the Site Coordinator, which could result in the student's removal from a class or the program. In situations that violate criminal laws, students may also have charges filed against them with appropriate law enforcement officials.

- No wearing or carrying hats, sweatbands, headbands or beepers in the building. These will be confiscated and returned to the student at a later date.

- No using, making or wearing gang symbols/signs on school property:

1st. Offense: will result in a verbal warning to the student, a call to the parents, and a letter sent home.

Repeated Offenses: - may result in a suspension with a parental conference required before returning to school.

- No clothing that suggests themes of profanity, alcohol/drugs, or sex. The student will be warned, and the parents will be notified.

1st offense - student will be requested to remove improper clothing or leave the building.

Repeated Offenses: student will be sent home and readmitted after a parental conference.

- No pushing, tripping, hitting, fighting:

1st. Offense: may result in an out-of-school suspension with the length determined by the severity of the incident.

Repeated Offenses: may result in removal from the Alternative Program. Based on the severity of the student's misconduct, previous incidents of

unacceptable behavior, the student's academic record and attitude, the student may be readmitted to the Alternative Program on a behavior contract, after a conference with the parents and Site Coordinator.

- No insulting or harassing other people:

1st. Offense: will result in a warning.

Repeated Offenses: may result in an out-of-school suspension. Based on the severity of the student's misconduct, previous incidents of unacceptable behavior, the student's academic record and attitude, the student may either be readmitted to the Alternative Program on a behavior contract or dismissed from the program.

- Class disruptions or refusal to follow teacher, staff, or hall monitor directions:

1st offense: may result in a suspension with a required parental conference before returning to school..

Repeated Offenses - may result in removal from the program, depending on the severity of the misconduct, previous incidents of unacceptable behavior, the student's academic record and attitude.

- No smoking or using tobacco products or paraphernalia on school property:

1st. Offense: will result in a verbal warning and a confiscation of smoking paraphernalia.

Repeated Offenses: may result in a suspension from school with a parental conference required before returning to classes.

- Stealing, extorting, marking/defacing, destroying property belonging to others:

May result in an out-of-school suspension. Based on the severity of the student's misconduct, previous incidents of unacceptable behavior, the student's academic record and attitude, the student may either be readmitted to the Alternative Program on a behavior contract or dismissed from the program.

V. The following offenses will result in the immediate notification of law enforcement officials and dismissal from the program.

- Chronic use, possession or being under the influence of alcoholic beverages, beverages, drugs or carrying drug paraphernalia on school property.
- Possessing or using of knives, firearms or weapons of any nature on

school property.

- Misusing of school fire alarms or tampering with fire extinguishers.
- Physically threatening others.

VI. Dress Code: The primary purpose of the program is education. Students in their manner of dress and grooming must be considerate of their fellow students so as not to distract them or be disruptive to the school program. Each student should strive to maintain a manner of dress appropriate to classroom atmosphere and reflective of individual pride in self and program.

- Students, in consideration of their fellow students, should be clean and neat. Clothing should not be ragged or soiled. It should be worn in the manner in which the manufacturer intended.
- No hats are to be worn in the building.
- Students should not wear clothing that suggests themes of profanity alcohol/drugs, promiscuity, or gang association.
- No beepers, cellular phones, or other messaging devices are allowed on Program grounds. Upon first violation of this rule, the device will be confiscated and may be retrieved from the site coordinator at the end of the evening. Upon the second violation of this rule, the device will be confiscated and may be retrieved from the site coordinator at the end of the semester.

Sexual Harassment Policy

I. WHEN THE OFFENDER IS AN ADULT: Definition: Sexual harassment is any sexual behavior or inappropriate sexual comments from an adult towards a student. If you believe that you have been the victim of sexual harassment by an adult or if you have questions or concerns about this issue, seek the help of another adult whom you trust, such as a teacher, counselor, your parent or guardian, or one of the building administrators. As soon as the Director is advised of your concern, an investigation will be immediately conducted. If it is determined that an adult has sexually harassed a student, serious disciplinary action towards the adult may occur.

II. WHEN THE OFFENDER IS A STUDENT: Definition: Sexual harassment is unwanted sexual attention (verbal or physical) from anyone with whom the student may interact in the course of receiving an education in school or at school sponsored activities. If you believe that you have been the victim of sexual harassment by another student or if you have any questions about this issue, seek the help of an adult whom you trust, such as a teacher, counselor, your parent/guardian, or one of the building administrators. As soon as the Director is advised of your concern, an investigation will be immediately conducted.

If it is determined that a student has sexually harassed another student, the possible consequence to the offending student may include the following:

Parent Conference
Apology to the victim

Suspension/Expulsion
Referral to the police for investigation

Reprisals, threats or intimidation's of the victim will be treated as serious offenses, that could result in an external suspension or expulsion (for student offenders). In all cases, a high degree of confidentiality will be maintained by the school and school authorities to protect both the student and the victim.

Discipline Code & Procedures

I. The Regional Education Alternative School expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment where all students have the opportunity to improve their academic skills. Students guilty of gross disobedience or misconduct or continue actions that disrupt the learning environment for other students may be dismissed from the program. The following is not an all inclusive list, but may be considered as examples of "gross disobedience or misconduct" :

- Fighting
- Assault on a student or any school employee (Assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Arson
- Creating a false fire alarm
- Use of profane, vulgar or obscene words, gestures or other actions which disrupts the school environment
- Insubordination (Refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow stated school rules and procedures
- Smoking on school property
- Under the influence of and/or possession of alcohol or drugs, including "look-alike" drugs
- Destruction of property
- Theft
- Involvement in gang activity, including the wearing of gang clothing and displaying of gang signs
- Possession of weapons
- Acts that obstruct or interrupt the instructional process in the classroom
- Any acts that endanger the safety of the other students, teachers or any school employee
- Repeated refusal to participate in classroom activities or complete academic assignment

II. Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The following options may take place:

- Warnings and advisement to assist the student to discontinue the undesirable behavior.
- Student placed on a behavior management plan that outlines consequences for his/her behavior.
- A student may be externally suspended or dismissed from the program for extreme behavior (even if the first offense), or if the student presents a danger to himself/herself or others, or demonstrates an unwillingness or inability to abide by school rules after the above consequences have been tried. The term of each suspension is at the discretion of the administration.

III. Procedural "Due Process" will be afforded to all students subject to discipline and shall include the following procedures:

- The opportunity to respond to the charges in front of a qualified teacher or administrator of the school.
- Notification of all evidence.
- Right to a formal hearing with the Director of the Program.
- Right to know the outcome of the hearing within five school days.

IV. When a student is externally suspended or dismissed from the program, the following procedures will be followed:

- In non-emergency situations, immediately prior to the suspension or dismissal, the school administrator will advise the student of the charges and explain the evidence supporting those charges. The student will be provided the opportunity to tell his/her side of the story. This will be followed by a letter to the parents as soon as possible.
- The parent/guardian will be immediately notified by phone that the student is being suspended or dismissed from the program and requested to come to school to take the student home.
- In emergencies, if the conduct of the student is severely disruptive, the student will be immediately removed from the building by the police if necessary and formal charges will follow.
- Parent/guardian and the student will be presented the reasons for the suspension or dismissal and be given a conference date as soon as possible. The conference may occur on the same day as the suspension, but there must be a conference held with the parent/guardian, student and school officials prior to reinstatement to school.
- The school administrator will clearly state the number of days the student will be suspended and will follow this oral presentation with a letter to the parent/guardian summarizing the reasons for the suspension, the conference date and the right to request a formal hearing of appeal with a hearing officer, which will usually be the Alternative School Director.
- A written request for a formal hearing of appeal must be submitted to the Director within five school days following the initial suspension. A formal hearing with a hearing officer, usually the Alternative School Director, will be scheduled within five school days after receiving the written request. The parent/guardian will receive a written decision from the hearing officer within five school days following the formal hearing.
- Copies of any written correspondence or information concerning suspensions will be forwarded to the student's Home School District.