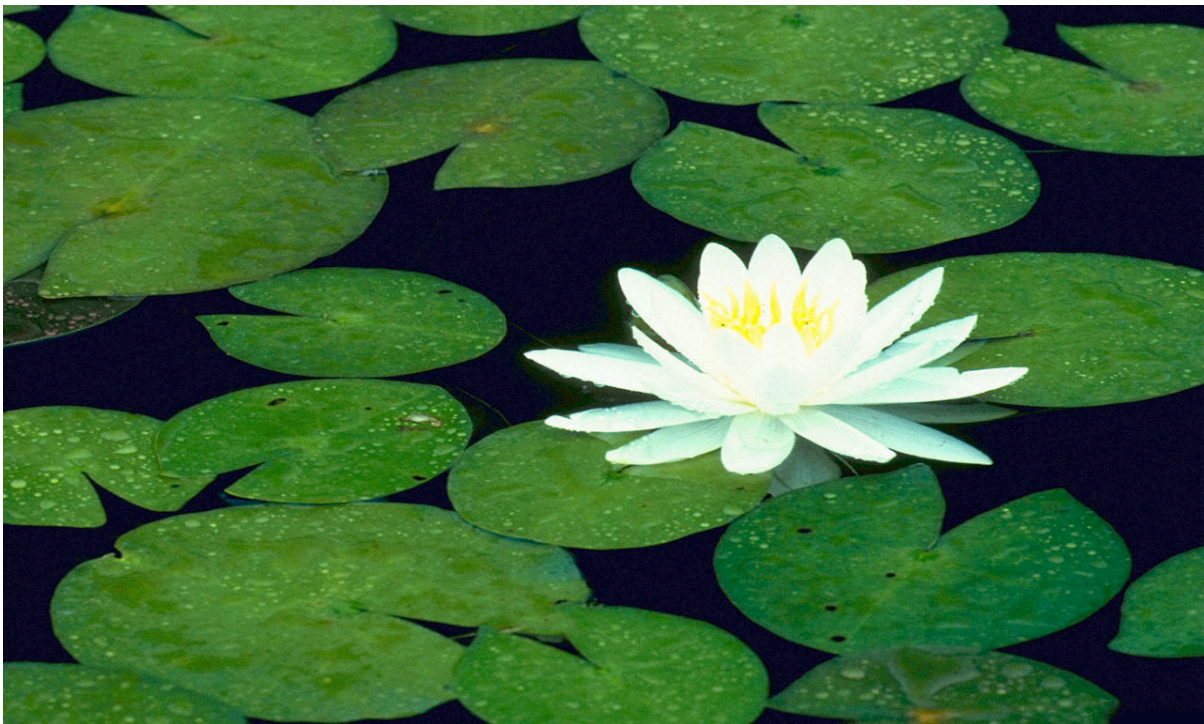


Alameda Community Learning Center
Personnel Handbook

2005-06



Alameda Community Learning Center

Table of Contents

A. SCHOOL PHILOSOPHY	6
ACLC Mission Statement	6
Governance of ACLC	6
Governing Board	6
Financial Committee	7
Curriculum and Standards Committee	7
Program Evaluation Committee	8
Personnel Committee	8
Leadership	8
B. ACLC	10
Alameda Community Learning Center Judicial Process	10
Judicial Committee	11
Immediate Consequence Form	11
Contemporary Community Citizenship (CCC)	11
Visitor Policy	12
Fall New Parent Orientation	12
Learner-Led Conferences (LLC)	13
Spring New Learner Recruiting	13
Spring New Parent Orientation	13
New Learner Intake Discussions	13
Graduation Ceremony	13
Bell Schedule (2004-05).....	14
C. LEARNER RELATED ISSUES	14
Suspensions	14
Parent/Learner/Facilitator Conference	15
Absences/Truancy/Tardiness	15
Contracted Study	15

Sign-in Sheets	15
Student Bill of Rights	15
Academic Integrity Policy/Academic Senate	17
Parent/Learner Technology Agreement	17
Parent/Learner Judicial Committee Agreement	17
Open Campus Contract (OCC)	17
Independent Study	18
Targeted Assistance Program (TAP)	18
Proposals	18
Progress Reports	18
D. ALAMEDA UNIFIED SCHOOL DISTRICT RELATED ISSUES	19
Student Accident Report Form	19
E. CLASSROOM RELATED POLICIES	19
Dismissal from Class	19
Parking	19
Field Trip/Guest Speakers	19
Syllabus, Grading Rubrics	20
Return of Graded Work	20
F. TECHNOLOGY.....	20
Easy Grade Pro/Grades, Progress Reports.....	20
Use of Technology Equipment (VCR, computers, projectors, etc.).....	20
List Serve.....	21
G. FACILITATOR INFORMATION.....	22
Job Description	22
Staff Meetings	22
Final Exams	23
Floor Time Responsibilities	23
Prep Time Responsibilities	23
Staff Conflicts Resolution Flow Chart	24

Attendance at School Functions Outside of the School Day	24
Newsletters	25
Substitutes	25
Extra Open Hours	25
Alarm	25
Locking up Valuables (including labtops)	26
Textbooks	26
Absence/Tardiness	26
H. ENCINAL HIGH SCHOOL POLICIES	26
Hall Passes	26
Bathrooms	27
Electronic Devices	27
Hats	27
I. EMERGENCY PROCEDURES	27
Fire and Earthquake Drills	27
J. COUNSELING	27
Counselor	27
Xanthos/Tri-High	27
Peer Counselors	28
Conflict Mediators	28
K. TIPS FROM STAFF	28
Parent Relationships	28
Personal Relationships with Learners	28
Academic Classes—“Pare it Down”	28
Direct Instruction	29
Learner Choice	29

L. APPENDICES

Appendix A – Conflict Management/Judicial Committee Referral Form

Appendix B – Immediate Consequence Form

Appendix C - Alameda Unified School District Official Notice of Suspension

Appendix D – Parent/learner/Facilitator Conference

Appendix E – Alameda Unified School District Short Term Independent Study Contracted Study, grades K-12

Appendix F – Academic Senate Investigation Form, Academic Integrity Policy

Appendix G – ACLC Learner Contract

Appendix H – Open Campus Contract (OCC), Open Campus Contract Log

Appendix I – ACLC Independent Study Policy

Appendix J – Proposal Sheet

Appendix K – Progress Report

Appendix L – Alameda Unified School District Student Accident Report Form

Appendix M – Request for Field Trip (E-3 – E-12)

Appendix N – Sample Syllabi

Appendix O – ACLC Lead Facilitator Job Description

Appendix P – ACLC Head Counselor Job Description

Appendix Q – ACLC Facilitator Job Description

Appendix R – ACLC Office Manager II Job Description

Appendix S – Xanthos, Inc.

A. SCHOOL PHILOSOPHY

ACLC Mission Statement

The ACLC is an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a noncompetitive manner that supports individuals to actively discover their own potential, recognize their own value and worth, and practice responsibility to the community. To this end, the ACLC provides a safe, connected, flexible learning community. The program places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of math and science to become aware of how the universe works; and developing an understanding of how government, economics and the social sciences impact individual and global interactions. Based on their knowledge, learners design their own goals and life plans including responsibility to others and active citizenship. We embrace the idea that this is an on-going process of continual change and improvement.

Governance of ACLC

Governing Board

The ACLC is a dependent charter school chartered by the AUSD. The ACLC Governing Board operates under the authority granted to it by the AUSD Board of Education, which has allotted the charter. The ACLC Director operates as the communications link between the ACLC Governing Board and the AUSD Board of Education. The ACLC Governing Board acts as the primary governing body of the ACLC Charter School and is composed of nine members. It is charged with development and oversight of policy, budget, personnel, organizational development, strategic planning, standards and curriculum, program evaluation, and maintaining the vision of the ACLC Charter. The Governing Board is comprised of three facilitators (the Lead Facilitator and two other facilitators chosen by the ACLC facilitator staff), two elected learners from the whole body of learners (serving one year terms), two parents appointed by the learners and facilitators (serving alternating two year terms), one AUSD representative (serving as long as requested by AUSD), and one member from the community (one year term with possibility of renewal) appointed by the learners and facilitators. All decisions of the Governing Board shall be made by a majority vote of its members unless otherwise specified by this Charter or in Bylaws adopted by the Governing Board. The ACLC Governing Board shall conduct its business in compliance with the Brown Act, Public Records Act, and has a standard Conflict of Interest Policy in its bylaws.

Governing Board Scope of Authority and Responsibility

The Governing Board meets monthly or as needed and is charged with the overall policy making affecting all areas of the ACLC Charter School. Along with other duties, the Governing Board decides these issues:

- Personnel management including hiring and retention of staff (requires 2/3 majority)
- Budget monitoring and determination
- Decisions on day-to-day operational issues
- Recruitment of staff and new learners

- Strategic planning
- Facilities issues

The Governing Board appoints the Lead Facilitator who works with the Leadership Facilitator to oversee the three committees that are entrusted with the three primary functions of governance: legislation (Contemporary Community Citizenship); judicial (Judicial committee); and executive (Leadership). These committees are vested with authority and provide the venue for youth empowerment and leadership within the school. The lead facilitator will also attend the District Administrative meetings to facilitate strong communication between programs. At least four other committees are under the direct supervision of the Governing Board. They are:

1. Personnel Committee
2. Program Evaluation Committee
3. Curriculum and Standards Committee
4. Financial Committee

Facilitator leaders of these committees shall be appointed by the Governing Board, and the committees' membership shall be constructed so that there is a learner majority when possible. (usually one facilitator, one parent, and three learners minimum) Other committees, including an Executive Committee, may be assembled by the Governing Board to carry out the work of the school.

Financial Committee

The ACLC Financial Committee meets monthly and monitors the ACLC budget expenditures. Since ACLC funds are deposited by the state in the AUSC financial system, the committee also monitors AUSD's accounting for ACLC funds to assure that the ACLC is charged appropriately. Each year, the committee drafts a budget for the next year and sends it to the ACLC Governing Board for approval. The committee also conducts an annual equipment and technology inventory and makes recommendations for the purchase of replacement equipment and technology. The committee also monitors learner attendance to make sure that the budget has correct attendance assumptions for projected state funding.

Curriculum and Standards Committee

The Curriculum and Standards committee is responsible for the following tasks:

- Coordinate the creation of the school-wide curriculum binder that demonstrates that alignment of our course syllabus with state standards for WASC (includes development of charts/documents to demonstrate alignment).
- Determine areas of need for professional development and research and organize a minimum of two such trainings in the school year.
- Perform duties related to implementation of the WASC Action Plan.
- Coordinate the creation of a facilitator professional development plan.
- See to it that all courses have course syllabi and grading rubrics posted on the ACLC website by October 1.

- Draft year long diversity celebration plan and implement with help of leadership.
- Work on ACLC Spanish program proposal.
- Implement financial literacy curriculum with parents.
- Research the possibility or the Electronic Music courses receiving UC approved status.

Program Evaluation Committee

The Program Evaluation Committee is responsible for studying and evaluating the ACLC program. Evaluative reports such as the School Site Plan, the Annual Report, the ACLC charter renewal and the WASC accreditation fall under the purview of this committee. The Committee is also responsible for conducting and compiling data from a variety of surveys regarding parent, learner and facilitator satisfaction with the ACLC program.

Personnel Committee

The Personnel Committee is currently made up of a committee chair, parents, facilitators, and learners. The committee has been responsible for writing up job postings for any new positions in the school, review applicants for any new facilitator position, contact references of any new facilitator, and form interview committee and select new facilitator and get board approval. Other responsibilities include collecting and tabulating learner surveys of courses and facilitators, working with the lead facilitator to get district and union approval for evaluation plan, conducting facilitator evaluations, and writing and updating the Personnel Handbook.

Leadership

Leadership is a class in which learners may enroll that takes on the executive functions of the community of learners. This group meets twice each week and works very closely with the Lead Facilitator appointed by the Governing Board. Leadership is primarily charged with implementing proposals passed by CCC. This may include codifying recommended changes in the Law Book, promulgating and enforcing rules in the community, coordinating center activities, supporting the smooth operation of day-to-day affairs of the community, and coordinating and facilitating the annual Constitutional Convention. Many functions such as coordinating field trips, CCC meetings, notification of scheduling changes, and other facilitative and communication roles are best accomplished by Leadership because they provide opportunities for learners to engage in self-management and organization of their own learning community. Leadership conducts its business using Parliamentary Procedures.

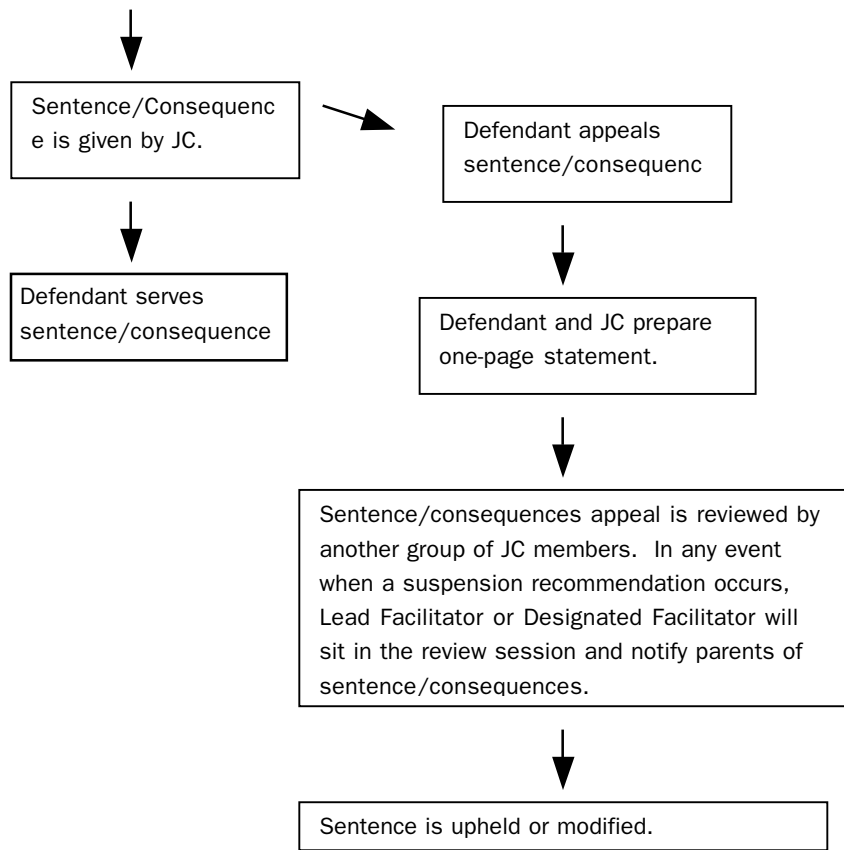
Leadership in many ways gives learners extensive experience in the management and facilitation of operations and mitigates the necessity of hiring support staff to perform these functions. This maintains operations of the school on a cost-effective basis and provides meaningful roles and experience for learners. This is one of the many ways in which ACLC Charter uses its resources to empower learners and to accomplish learning objectives.

B. ACLC

Alameda Community Learning Center Judicial Process

Case is presented to JC.





Judicial Committee (JC)

The Judicial Committee is elected by his/her peers, and five clerks who are elected from among the learners each semester to serve a one year term. The JC meets five times each week to resolve issues of infringement of rules codified in the law book. The Law Book has been developed by the CCC during the past five years of operations and is revised and updated on a regular basis by leadership and CCC.

The Judicial Committee is responsible for enforcing the rules of the school by hearing cases submitted by learners and facilitators and deciding on appropriate consequences to specific actions. In this role the findings of the JC are binding on all parties involved and, if not followed, may result in further action, including suspension or expulsion. All facilitators and learners are expected to abide by and hold others accountable to the rules.

The JC also mediates disputes and assists parties who are engaged in some type of conflict to find common ground so that they can move forward in a cooperative manner. This role is particularly important since, generally, after some form of dispute the parties will remain in the same learning community and will interact regularly in some way.

The JC is a particularly important part of the governance of the school since it places the responsibility for self-management clearly with the learners.

The JC form requests that the person asking for an investigation report the rule(s) violated, the persons involved, the time and location of the incident, what they did to solve the situation on their own, and the details of the incident.

JC forms are located at the magazine rack near the front door. (See Appendix A). All forms are to be placed into the brown box located on the learner sign-in table.

Immediate Consequence Form

Incidents where an individual has broken a rule and admits guilt may result in the reception of an immediate consequence. Rules with immediate consequences include eating in the center (1000.1), running in the center (100.1), yelling in the quiet area (1100.3), among others. The person seeking investigation must fill out an Immediate Consequence Form (see Appendix B), noting the details of the situation and put it in the JC box.

Contemporary Community Citizenship (CCC)

CCC is designed to encourage learners to participate and give back to the community, both within and outside of the school walls. CCC also encourages learners to take on leadership roles in the community. This special class strives to build community and create positive change.

CCC is separated into two groups: Big Group and Small Group. Big Group is a meeting in the center of The Center at the start of the CCC class period. In this meeting, the community listens to announcements, watches DVS movies, etc. The purpose of the CCC Big Group is to relay basic information uniformly to the entire community. Small Group meetings consist of approximately 25-35 learners divided into six groups. In Small Group meeting learners have discussions, vote, etc. The purpose of the CCC Small Group is to give each learner a voice, establish a venue for change, and build a close-knit community. Additionally, both CCC Big Group and CCC Small Groups seek to build unity among the ACLC community.

Leadership organizes CCC. A leadership representative conducts Big Group and elected learners lead Small Groups. CCC Small Group leader's term lasts for one year per election; elections take place at the end of the school year.

Creating positive change is an important concept in CCC. This means that change can be good, but can only be encouraged by one's creative ideas. A beautiful mural and a new policy are examples of positive change. But how does a good idea travel from one's mind to the outcome? One process that can help is the Proposal Process, which begins by the writing of a proposal. When complete, the proposal goes to Leadership, which is designed to help learners achieve positive change.

A big part of CCC is Neoteric Bevies. Bevies are teams, which specialize in specific Center needs such as beautification, recycling, dances, events, any many others. Learners may join an existing Bevy and contribute as best they can or start their own Bevies. Either leading a successful Bevies or being successful in someone else's Bevies satisfies the CCC requirement.

Visitor Policy

Visitors are allowed in the school on a limited basis during normal school hours, and must obtain a visitor pass from the Office Manager. After normal school hours, visitors must seek the permission of the facilitator in charge of after school supervision. Disruptive visitors will be asked to leave and may lose future visiting privileges.

The ACLC Visitor Policy consists of two different types of visitors, Long Term and Short Term. Along with signing a contract, Long Term visitors must become part of the community by showing up to CCC once and introducing themselves to the rest of the ACLC Community. Short Term visitors sign in for a shorter period of time, and do not need to officially become part of a community.

Fall New Parent Orientation

Each year in early October, facilitators are required to attend the Fall New Parent Orientation. At this Orientation parents will hear a general overview of some specific programs at the ACLC and then they will rotate through their learner's schedules. Facilitators are expected to update parents about what the current topics of the seminar and then spend the majority of time fielding questions about the seminar. This is not a time for individual parent conferences, but you can suggest that parents schedule a future meeting to address their concerns.

Learner-Led Conferences (LLC)

Learner-Led Conferences are held with one facilitator, three learners, and the learner's parents/guardians. LLC's were created to allow Learners an opportunity to take ownership of and present some aspect of their learning to their parents and other members of the community. At a Learner-Led Conference each learner will bring materials for their presentation. Facilitators

are expected to establish the order of presentations (usually more experienced learners go first, or, if that is not possible, more successful learners go first), keep track of the time so that each person gets an equal amount of it, and help facilitate a discussion after each learner's presentation. Learner-Led Conferences are held three times a year: at the end of October for new learners; at the end of the first semester for all learners, and at the end of spring semester for all learners except seniors.

Spring New Learner Recruiting

In the Spring the ACLC holds two new learner recruitment meetings that all facilitators are required to attend. At this meeting, all prospective new learners and their parents will go on a tour of the school, receive a detailed overview of ACLC, hear from learners who attend ACLC and receive specific information about our school's application procedures and acceptance policies.

Spring New Parent Orientation

This orientation is held in late Spring for the parents of learners who have been accepted to our school for the following September. At this Orientation, parents are given an overview of the school, and ample time is provided for a lengthy question and answer session. Often experienced parents and learners are invited to share their expertise with new parents.

New Learner Intake Discussions

In May, all facilitators participate in New Learner Intake Discussions. At these discussions a Facilitator meets with three prospective learners and their parents/guardians. Each learner will share a piece of work with the group and facilitators will pose a series of questions to learners and parents to help them to better understand the ACLC program so that they can make a final determination of whether or not this program meets their needs.

Graduation Ceremony

In the past, ACLC graduation ceremony has been held at the Kauffman auditorium one week before the last day of school. In the future it will be one day before the other AUSD high schools. Seniors will receive their diplomas during the last week of school once a thorough exiting check is complete.

The ceremony entails facilitators saying a few words about each of the graduating seniors as well as a presentation of awards, recognition, and gag gifts. Along with two selected senior speakers, each learner is able to say a few words during the graduation. All facilitators are expected to attend and participate in the ceremony as part of their required hours of contracted extra duty.

Bell Schedule (2004-05)

(MONDAY, TUESDAY, THURSDAY, FRIDAY SCHEDULE)

<u>Period</u>	<u>Hours</u>
0	07:00 – 07:55
1	08:00 – 09:00
2	09:05 – 10:05
3	10:10 – 11:10
4	11:15 – 12:15
Lunch	12:15 – 12:55
5	1:00 – 2:00
6	2:05 – 03:05

(WEDNESDAY SCHEDULE)

<u>Period</u>	<u>Hours</u>
0	7:00 – 7:55
Learner Collaboration Time	8:00 – 8:30
CCC	8:30 - 9:10
1	9:15 – 10:02
2	10:07 – 10:54
3	10:59 – 11:49
Lunch	11:49 – 12:29
4	12:34 – 1:21
5	1:26 – 2:13
6	2:18 – 3:05

C. LEARNER RELATED ISSUES

Suspensions

For a listing of possible reasons for a suspension, please refer to Appendix C. In the case of a suspension, the Lead Facilitator or Counselor needs to document the factual explanation of the incident on the AUSD Official Notice of Suspension form (Appendix C), hear and consider the learner's explanation of the incident before suspension is imposed, and contact parents. Records of past suspensions are noted in the learner's file.

Parent/Learner/Facilitator JC Conference

Multiple JC cases against a learner will result in a parent/learner/facilitator conference. This conference is geared to helping the learner address the need for constant intervention from JC, understanding the rules violated, making sure parents are involved in their child's education process. During the conference the JC facilitator will help all parties create a contract between

the learner and JC. Failure to comply with the contract may result in further consequences such as suspension or a meeting with the Lead Facilitator to discuss school placement issues. (See Appendix D.)

Absences/Truancy/Tardiness

Facilitators are to take attendance in their seminars, using the AUSD Class XP computer system. If a learner is absent, the parent/guardian must notify the school via phone or email to excuse the absence. Otherwise, the learner's absence will be unexcused. A learner is considered truant if he/she is absent without a valid excuse three full days in one school week. A learner is considered truant if he/she is absent without adult knowledge/permission. A learner is considered to have an unexcused tardy if he/she is absent without adult knowledge/permission for 30-minutes or longer during the school day. Continual tardiness to school and seminars may result in parent conference and/or referral to the Judicial Committee.

Contracted Study

Learners shall be given the opportunity to complete contracted study during a planned absence of more than five consecutive days due to family emergencies, trips, and religious holidays. Parents and learners must request a contracted study agreement from the Office Manager. Prior to the absence, facilitators and the counselor must approve the contract. (See Appendix E.)

Sign-In Sheets

All learners are to sign-in on the appropriate grade level sign-in sheet when they arrive at school and again after. Learners on Open Campus Contract (OCC) must sign out when they leave for the day as well as signing in when they arrive.

Student Bill of Rights

We, the Learners, understand that we have the right to go to a school or a workplace that is a safe, non-discriminatory environment. If anyone violates this right, learners can invoke the privilege of writing people up.

We, the Learners, understand that we can write up anyone, including facilitators, for breaking a rule, so long as that rule is in the ACLC rulebook.

We, the Learners, recognize that we have the right to plead guilty or innocent in any of the judicial proceedings. We understand that we have the right to fight for things that we truly believe in and not plead guilty because we are pressured. When pleading innocent to anything during a judicial proceeding the case will go to trial. We know that in a judicial proceeding the punishment can only be decided if we plead guilty. We understand that in a trial, guilt or innocence is determined by the jury and the JC determines the consequences if the defendant is found guilty.

We, the Learners, understand that we have the right to confidentiality in our own JC cases.

We, the Learners, have the right to be on the Encinal High School (EHS) campus when we abide by EHS rules. No EHS teacher has the right to write up an ACLC learner for rules that apply only to EHS students if learners are on ACLC property.

We, the Learners, understand that independent work periods are a right given to learners by the founders of the ACLC. During an independent work period, we cannot be forced to work unless it is a community activity. Work can only be suggested, with the understanding that if we do not work, it could jeopardize our grades.

We, the Learners, understand that the use of the outside area is a privilege; we can go out there any time as long as we keep within the blue line. We may pass the blue line under the following conditions:

- a. During lunchtime
- b. Before or after normal school hours
- c. If we have an official ACLC pass
- d. Signing out under the Open Campus Contract.

We, the Learners, understand that facilitators are not allowed to ask a learner to write him or herself up. Learners who are asked to write themselves up may decline, stating this clause.

We, the Learners, understand that we have the privilege of a learner folder on the ACLC server when following all technology conditions. The tech team has the right to search through learners' folders, however it does not have the right to tamper with or destroy any of the content in the folder as long as it is not inappropriate. Inappropriate material is described in the ACLC school rules and AUSD Technology Agreement.

We, the Learners, understand that because something is not written in the Bill Of Rights, it does not mean it is not a right. Consult the rulebook on issues that are considered "risky" in your mind or facilitators' minds.

We, the Learners, understand that the community has the right to change or amend any part of the Bill of Rights and to make positive changes in the community by submitting proposals to ACLC's leadership body.

We, the Learners, affirm this as "The Learners' Bill of Rights" effective this day, May 1, 2003.

Academic Integrity Policy/Academic Senate

The Academic Integrity Policy is discussed in detail with all learners in Humanities courses. To establish and maintain a level of academic honesty amongst all members of the ACLC community, learners are expected to refrain from academic dishonesty (i.e. cheating, plagiarism, fabrication, falsification of official documents, unauthorized access to computerized academic or

administrative records, obtaining an unfair advantage) and also to report any observed incidents of academic dishonesty.

Facilitators, and learners may report any incidents of academic dishonesty on the Academic Investigation Form (See Appendix F.) The Academic Senate is a committee composed of two facilitators, two learners appointed by the Leadership class, and one alternate learner member. One facilitator will serve as the chair of the committee. An alternate facilitator and learner will also be appointed in case that one of the Senate members are, themselves, brought before the Academic Senate. All proceedings will be confidential but the findings for all proven cases can be made public without revealing the name of the individual involved. All proven cases shall be penalized as considered appropriate by the Academic Senate. Appeals to the sanctions given by the Senate are directing to the Governing Board.

Parent/Learner Technology Agreement

As part of the enrollment packet, each incoming learner along with his/her parent(s)/guardian(s) must review, agree to and abide by the ACLC rules for technology use. See Appendix G.

Parent/Learner Judicial Committee Agreement

As part of the enrollment packet, each incoming learner along with his/her parent(s)/guardian(s) must review agree to and abide by the rules and process of the Judicial Committee. See Appendix G.

Open Campus Contract (OCC)

The purpose of OCC is to allow flexibility in learner schedules for educational and stimulating events during the school day. Under their OCC, eligible learners meeting all requirements to participate are able to leave campus during the day for school related or educational purposes if their schedule allows. While away from ACLC during school hours, parents are responsible for their learners and actions and safety.

Learners on OCC are required to be at ACLC for a minimum of 2 hours each day, and to sign in and/out of the Center every day. Seniors need to have a minimum of 25 hours of educational/school-approved activities during the first semester and 20 hours in their second semester. Juniors are required to have a minimum of 30 hours of educational/school-approved activities both semesters. In order to continue being on OCC, learners must turn in weekly schedules to the counselor prior to each week, account for 25/20/30 hours of educational/school-approved activity, and maintain good standing in all their academic courses. (See Appendix H.)

Independent Study

If learners wish to pursue a course of study that is different from the seminar in which they are enrolled, they can create an independent study class, provided that they meet the criteria specified by the ACLC Independent Study Policy. Learners are required to submit independent proposals to their current facilitator of subject content. Learners may submit independent study

proposals to other subject content facilitator if their current facilitator declines the proposals. A copy of this policy is included in this handbook as Appendix I. While we try to accommodate learner requests for independent study so that learners can be in charge of their own learning and curriculum design, facilitators do reserve the right to decline supervising an independent study course.

Targeted Assistance Program (TAP)

TAP is a program designed by our math facilitators specifically to address the math needs of our learners in their current math course. Assisted by a math facilitator, TAP provides learners who are earning a D or F with structured time devoted to completing their math assignments and accelerated math.

TAP is scheduled in the Center every Thursday from 3:30-5:20pm. Learners are required to participate in the program until they have improved their grade to a C average or better, as indicated by their next progress report.

Proposals

Any community member—learner, facilitator, parent—can change anything about the Center no matter how big or small. When a member has an idea that he/she things would benefit the Center, he/she must fill out a proposal sheet. This sheet provides the space to outline the proposal and explain who and why it will benefit the Center. One must also state who will be in charge of implementing the proposal. If the proposal requires money, the author of it must fill out a financial form. Here he/she is asked to describe what has to be purchased, why the center needs it, ordering information, and source justification. The completed proposal form must be placed in the proposal box. It will then be taken to leadership where it will be discussed. Leadership will pass it, not pass it, or send it to the appropriate committee to be discussed. (See Appendix J)

Progress Reports

If learners or parents would like to know the learners' most current grade or status in a particular course, learners should request a Progress Report (see Appendix K). A progress report will give the learner feedback from facilitators regarding his/her attendance and tardies, homework/assignments, and class work/tests from each course. The form can be found in the counseling office.

D. ALAMEDA UNIFIED SCHOOL DISTRICT RELATED ISSUES

Student Accident Report Form

Staff members who have witnessed or have knowledge of an accident on school grounds during school hours must complete the AUSD Student Accident Report Form. Information regarding

the nature of the injury, the description of the accident, and immediate actions taken at the time of the accident, need to be reported. Copies of the report are to be sent to the Assistant Superintendents Business Office. (See Appendix L.)

E. CLASSROOM RELATED POLICIES

Dismissal from Class

Facilitators are free to make up their own rules regarding learner dismissal from class. Most facilitators have a warning system and ask the learner to leave if the warning is violated. Some facilitators allow learners to vote a disruptive member out of class. The policy, in the end, is up to the facilitator. Please remember that it is best to remain as calm as possible when asking a learner to leave as facilitators are required to follow the respect rule spelled out in the ACLC rulebook. Any learner dismissed from class must return to immediately to the floor in ACLC room 603. If you are dismissing a learner from the portable you will need to write him/her a pass back to the Center.

In summary, facilitators may dismiss disruptive learners from their classes. Facilitators should establish a clear class policy that includes a warning system. Facilitators should attempt to dismiss learners accordingly. Dismissed learners should go immediately to the main room of ACLC.

Parking

There is no specific parking area for facilitators. Facilitators may park behind ACLC or in the student parking lot. Students are NOT permitted to park in the back area, and facilitators have the right to ask them to move their cars.

Field Trip/Guest Speakers

If a facilitator proposes a field trip there are various forms that must be filled out. The main form is a "Request for Field Trip Form" (E-3). This form asks the purpose of the trip, what activities the learners would be participating in, what benchmarks/standard this trip will address, what the pre and post activities are provisions for students not going on the trip, and for what reasons a student would be excluded from this trip. This form also requires a suggested method of transportation is and what the cost will be. There are various forms that need to be filled out for a field trip such as the following: field trip insurance form (E-6), Roster of participants form (E-7), School sponsored field trip form (E-9). There are also various forms that must be distributed to students such as the following: Waiver of claim form (E-8), emergency medical information form (E-10). All forms are required by AUSD. (See Appendix M.)

Syllabi, Grading Rubrics

Facilitators are to provide syllabi and grading rubrics for all courses during the first week of the semester. They will be discussed with learners and revised as appropriate. Final versions will be available at Back to School Night and posted on the school website. Copies will be provided to the Curriculum and Standards Committee for review. Sample syllabi are included in Appendix N.)

Return of Graded Work

Facilitators will provide learners with meaningful assessment of their work. Graded and/or corrected work will be returned to students within the grading period so that learners can benefit from the feedback and improve the quality of their work. Facilitators may provide a place where graded work can be retrieved by learners, as appropriate.”

F. TECHNOLOGY

Easy Grade Pro/Grades, Progress Reports

Students and their guardians are able to view individual academic progress at the school website under the Academic Program’s link. The students are required to have their last name and their student ID (their password) to view their current grades. Facilitators are responsible for updating their grades by specific deadlines throughout the year.

Use of Technology Equipment (VCR, computers, projectors, etc.)

1. *Computers* - The computers are set up on a local network that requires students as well as facilitators to log on with individual usernames and passwords, with specified and appropriate access capabilities. Within the network is a system of file storage for each user, called lockers. The computers have Internet access for the furthering of students education (which means games and chatting are not allowed).
2. *Printers* - Also available on the network are two school wide printers, also for educational purposes.
3. *Projectors* - There are two kinds of projectors: the old-fashioned overhead and the newer hi-tech ones. The newer ones can connect to computer and VCR/DVD players and serve as a second monitor; this is especially useful for PowerPoint presentations which are a commonly created for school projects.
4. *VCR/DVD* - There are two normal VCR’s which are usually located in the portables. There is also a DVD/VCR player. All of these media devices are mobile and can be moved to any classroom. Many of the newer computers have DVD players and can also be hooked up to a projector.
5. *Copy Machine* - The copy machine is located in the “main office”. Facilitators have first priority over the machine when needing to make copies for their classes. Occasionally students need to make hand-outs, signs, etc.
6. *Accelerated Math* - This is the math program that is used as a supplement to math classes at ACLC. Learners at their work at their own pace and get the next assignment when they are ready to move on. Accelerated math is done outside of class time.
7. *Plasma Screen* - The plasma screen was the senior project of a former student at ACLC. It is located high up on a wall in the Center of the school. If anybody wishes to post something (announcements, schedules, reminders, etc) on the screen they must contact the Plasma Screen Supervisor.

8. *Tech Team* – This group of learners is responsible for the maintenance and repair of all technology in the school, including accelerated math machine.
9. *Website* – Our school website is <http://aclc.alameda.k12.ca.us>. On the website are links to school news and publications, academic programs, learner life, community involvement, a calendar, enrollment and contact information. There is also a page about our school including our mission statement, a brief history, our Governance Structure, Contemporary Community Citizenship (CCC), Judicial Committee, and leadership. Learners and parents may also access progress reports through the school website.

List Serve

ACLCLC makes use of two complimentary list serve for communication among all community members – learners, facilitators and parents, both present and past. The primary list is set up with L-Soft Corporation and is the primary means of quickly and efficiently disseminating information. You have probably already been added to this list, but here are a few instructions that may help you manage this list in the most convenient way. Technically there is no requirement to be a part of the AACLC-L Listserv, but it will be assumed that information sent out on this list has been received by all community members unless some alternate method has been arranged to receive information.

1. To send an e-mail message to those on the list, compose the message and send it to: AACLC-L@netpals.lsoft.com. Make sure you send the message from an e-mail address that is part of AACLC-L, otherwise, it will not post.
2. To add other e-mail addresses to the Listserv, send an e-mail message from that e-mail address to: listserv@netpals.lsoft.com with “SUBSCRIBE AACLC-L YourFirstName YourLastName” in the body of the message (no Subject is needed). Other AACLC community members may join AACLC-L in the same way.
3. To not receive e-mails for a period of time, send an e-mail message to: listserv@netpals.lsoft.com with “SET AACLC-L NOMAIL” in the body of the message (no Subject is needed). To receive messages once again, send an e-mail message to: listserv@netpals.lsoft.com with “SET AACLC-L MAIL” in the body of the message (no Subject is needed).
4. To get off of AACLC-L permanently send an e-mail message to: listserv@netpals.lsoft.com with “SIGNOFF AACLC-L” in the body of the message (no Subject is needed).
5. To get all messages for one day in one e-mail: send e-mail message to listserv@netpals.lsoft.com with SET AACLC-L DIGEST. To go back to individual messages send the message SET AACLC-L NODIGEST to the same address.
6. Other details about using the AACLC-L Listserv can be found at: <http://www.lsoft.com/manuals/1.8d/user/user.html>

SOME DO'S AND DON'TS

Proper Listserv etiquette is to reply directly to an individual, as opposed to the entire list, when your message is directed to that individual, unless you feel it has broader community interest.

This will cut down on the number of unwanted e-mails we receive. Please do not utilize the ACLC-L for matters not related to ACLC, such as, business advertisements or solicitations. If you find one or more e-mail messages to be rude or unwanted and if you find it necessary to respond, we ask that you do so in private. Respect for one another is a preeminent concern. The default reply is now to the sending individual, if you wish to reply to all, select Reply All.

The second listserv is with yahoo groups and was started by a parent to provide a somewhat more informal place for more loosely school related conversation. Join by going to <http://groups.yahoo.com/group/aclc-group>. There are good links there to other sites of interest, including the listserv for the Ultimate Frisbee team.

G. FACILITATOR INFORMATION

Job Description

1. *Lead Facilitator* - See Appendix O.
2. *Head Counselor* – See Appendix P.
3. *Facilitator* – See Appendix Q.
4. *Office Manager* – See Appendix R.

Staff Meetings

Facilitators are expected to arrive at all staff and committee meetings on time and participate in the discussion of issues raised in the meetings. Meetings include the weekly Student Study Team meetings, organizational meetings, weekly subject area meetings, and bimonthly after-school staff meetings. If a facilitator is absent from a meeting, it is the facilitator's responsibility to contact the person running the meeting to find out what was discussed and what decisions were made.

1. *Student Study Team Meetings (SST)*: Every week, the resource specialist and the counselor conduct a scheduled SST meeting that focus on a specific learner who has been identified as at-risk by facilitators, counselors, or parents. Facilitators who teach this learner attend to provide feedback, and support. Parents and learners are requested to attend so that all parties involved with the learner are on the same page. If there is a need for an SST on behalf of a learner, the counselor must be contacted to arrange the meeting.
2. *Organizational/After School Staff Meetings*: Staff meetings are scheduled weekly as well as during the first and third Mondays of every month. At staff meetings, staff members have the opportunity to check-in with one another and discuss calendar items, business and day-to-day matters with the group.

Final Exams

Every year, during EHS finals week, ACLC holds Learner Led Conferences. Although learners have conferences at this time, facilitators are still allowed to give final exams. Facilitators are not required to give finals, nor are they required to give them at a specific time during the week

(such as during the period that the class is held). Because of conferences and EHS finals, facilitators often offer more than one time in which a learner can take a final exam or they may choose to hold exams the week before finals week.

Floor Time Responsibilities

During assigned floor times, facilitators are responsible to do the following:

- Be present in main room
- Circulate as needed to monitor behavior and rule compliance
- Serve as the main responder to any crisis
- Check outback area three times per hour
- Greet visitors and parents and be aware of visitors in the building
- Generate Accelerated Math as appropriate (Facilitators will receive training in the Fall)

Prep Time Responsibilities

The ACLC expectation for the use of facilitator preparation time will be consistent with the AEA/AUSD negotiated agreement in section 8.03 of the union contract. 8.03.01 reads:

that preparation periods shall be self-directed assigned site time for teacher use and discretion for professional activities such as:

- Preparation of lesson plans, student assignments and materials, visual aids, films, room displays, textbook evaluation, and evaluation of student work.
- Conferencing with parents, pupils, administrators, and other District employees.
- Other duties mutually agreed upon by the teacher and the principal or immediate supervisor.

Site administrators retain the discretion to meet with teachers during their preparation time on occasion.

ACLC procedures during facilitator prep time include the following:

1. Self-directed Preparation Time
2. May be requested to provide emergency backup (classroom, PE walker, floor time, etc. – receive at least 1 hour of in-lieu time credit)
3. Facilitators must notify the Lead Facilitator, Counselor, or Office Manager if a situation develops that makes it necessary for them to leave campus during their preparation time. The Lead Facilitator, Counselor, or Office Manager shall make every reasonable effort to accommodate the request if there are sufficient facilitators available to provide coverage for all employee functions and it does not interfere with the normal functioning of the school.

Staff Conflicts Resolution Flow Chart

If any conflict arises, staff members are to do the following:

1. Ask the other party in the conflict or disagreement with to schedule a meeting to discuss the issues and reach agreement.
2. If meeting #1 does not resolve the issue, a request for a meeting with either the Lead Facilitator or Head Counselor to talk about the issues and reach an agreement must be made.
3. If meeting #2 does not resolve the issue, a request that the issue be put on the agenda for the facilitators' weekly Tuesday meeting to talk about the issues and reach agreement must be made.
4. If meeting #3 does not resolve the issue, a request that the issue be put on the agenda for the closed session of the next Governing Board meeting to talk about the issues and reach agreement must be made.
5. If meeting #4 does not resolve the issue and there is still a dispute, the Governing Board shall issue a directive to finalize a solution consistent with the best interest of the school and with respect for both parties having the dispute.

Attendance at School Functions Outside of the School Day

1. The ACLC shall follow the AEA/AUSD negotiated procedure for school functions outside of the school day.
2. Facilitators shall attend and participate in the two monthly after-school staff meetings each month, which not to exceed one hour each unless there is an emergency.
3. Facilitators shall attend the ACLC fall semester "Back to School Night" and spring semester "Open House" as part of their contract with no additional pay.
4. The required 14 hours of contracted extra duty (without additional pay) shall be as follows for the ACLC. Facilitators shall attend and participate in the following:
 - Fall New Parent Orientation – 2 hours
 - Fall New Learner Learner-Led Conferences – 3 hours
 - Spring New Learner Recruiting nights (2 x 2 hours) – 4 hours
 - Spring New Parent Orientation – 2 hours
 - Graduation Ceremony – 2 hours
 - Other (dances, special events, etc.) – 1 hour

Newsletters

To further the communication within the community, all facilitators are required to write a brief description and update of their courses in the monthly newsletter.

Substitutes

Generally speaking, ACLC does not hire substitutes and instead classes are cancelled when the facilitator is absent (the allotted sub money goes back into the general budget). For a short-term absence, most facilitators do one of the following: post their lesson plans for the day on a large poster at the front of the Center; e-mails lesson plans to learners; make arrangement with a couple of learners to run their classes for the day of the absence. If learners are running the class, they must be teaching in one of the common areas in room 603. For an extended absence, the facilitator will need to make arrangements with the lead facilitator to hire a sub to cover his/her seminars and the appropriate arrangements with the district office must be made.

Extra Open Hours

The school hours for Alameda Community Learning Center are quite different from other schools. Every day school opens at 7:30. On Monday, Tuesday, and Thursday, school closes at 4:00pm. Wednesday the school closes at 8:00pm. On Wednesday students are able to stay after school if they need tutoring or have a class. On Friday school closes at 3:00pm. Below is a time schedule of a normal week:

Monday/Tuesday/Thursday: 7:30am-4:00pm

Wednesday: 7:30am-8:00pm

Friday: 7:30am-3:00pm

Alarm

The last facilitator to leave the building is required to set the alarm. Before setting the alarm you will need to do the following: 1) check every room to make sure no one is still on site; 2) lock all of the internal doors – counseling office, DVS, door opposite administrative assistant's desk, and the three doors to the rooms off of the lobby; 3) lock and pull tightly shut all of the external doors (remember there is an external door in the Conference Room and an external door in the lobby). It is critical that you check all of the external doors carefully. Once all of the doors have been locked and checked, set the alarm and exit out of the front door. Once outside, make sure the front door is firmly shut, and you are on your way.

Locking up Valuables (including laptops)

Lock up wallets, purses or other valuables before you leave for your seminars. You can leave your laptop on your desk if you will be back after your seminar, but it is critical that you lock up your laptop in a file drawer every night before you leave. On several occasions laptops have been stolen even when the alarm was set because there is a small window of time between the alarm going off and the arrival of the police. If you do not have a locking file cabinet, check with the lead facilitator to make an arrangement for securing your laptop each night.

Textbooks

Text books and class sets of other books are located in the Server Room located off the Lobby. The textbooks are placed in cubbies on the right wall. When books are passed out, you must record the number of the book and the name of the student who received it. When learners return a book, be sure to check the book in your records. When books are lost the student must either find the book and return it, or pay for it. Students will receive an Incomplete as a grade for the end of the year until all school debts are paid in that class.

Absence/Tardiness

Facilitators are expected to arrive on time at the start of the school day and not depart before the end of the normal school day. If a staff member reports an absence, the lead facilitator or head counselor will be responsible for finding a substitute for fulfilling the role of floor supervisor.

Late Arrival/Absence Procedure (Morning or After Lunch if you anticipate being more than 10 minutes late or if your seminar learners will be standing around waiting for you): Facilitators are expected to comply with steps 1-4 until they reach someone on the phone to talk to and explain their situation and can convey approximately when they expect to arrive.

1. Call Lead Facilitator's cell phone, if no answer, leave message. (507-2738)
2. Call Lead Facilitator's school phone, if no answer, leave message. (521-7543 x101)
3. Call Head Counselor's school phone, if no answer, leave message. (521-7543 x107)
4. Call Officer Manager's school phone, if no answer, leave message. (521-7543)
5. Put your phone away, you did your job, proceed safely to school.

Requests for alteration of an individual facilitator's/staff member's normal school day must be submitted to and approved by the Governing Board.

H. ENCINAL HIGH SCHOOL POLICIES

Hall Passes

All learners need a signed hall pass to go on Encinal High School campus during school hours. Hall passes are located near the Office Manager's desk. Learners without a hall pass may be punished.

Bathrooms

There are no bathrooms located on ACLC campus. Hence, all learners use Encinal bathrooms. Facilitator bathrooms are located on the 600 building wing and upstairs in the 200 building of Encinal. Facilitator bathrooms can only be accessed with a key.

Electronic Devices

Electronic devices are not welcomed on Encinal High School campus. Cell phones, Ipods, and CD players will be confiscated if used on Encinal campus.

Hats

No hats, hoods or other forms of headwear are allowed on Encinal High School campus.

I. EMERGENCY PROCEDURES

Fire and Earthquake Drills

The fire and earthquake drills are directed by Encinal High School. During fire drills, all learners and staff members are to exit the building to the Encinal High School yard out back. Facilitators are to check all rooms, making sure all learners have exited the building, and take the attendance sheets to take roll once everyone is outside. During an earthquake drill, all learners are instructed to get under tables and protect their head.

J. COUNSELING

Counselor

A full-time counselor is available to students for academic counseling, college/post high school counseling, at-risk counseling, group counseling, and scheduling issues. The counselor also assists in concurrent enrollment to community colleges and Encinal High School. The counselor facilitates peer counselors and conflict mediations between learners. Parent conferences with learners and facilitators are often times scheduled through the counselor.

Xanthos/Tri-High

Xanthos/Tri-High is a counseling and health service center available to all ACLC learners. Xanthos is located off the EHS campus and equipped with Marriage Family Therapists and Nurse Practitioners. With parent permission, a learner may receive weekly counseling sessions with their counselor. Xanthos also houses a workshop educator who is available to conduct workshops in areas such as stress management, body image, self-esteem, drugs and alcohol. See Appendix S.

Peer Counselors

Peer counselors are trained learners in the area of communication and listening skills. Learners can be referred to peer counseling through the counselor, staff members, parents, and other learners. Peer counselors are able to meet with learners on a consistent basis in confidentiality regarding academics and emotional and behavioral issues.

Conflict Mediators

Conflict mediators are trained learners in the area of conflict management. Conflict mediators will listen to both parties, brainstorm ways to reduce future conflict and also follow-up with the learners after the conflict has been resolved.

K. TIP/WORDS OF WISDOM FROM STAFF

(from Lynn)

Parent Relationships

Return phone calls and emails as quickly as you can, and be as respectful as you can in your communication. Remember you might know these parents for years and you want them to respect your professionalism. If you are going to meet with a parent under potentially hostile circumstances make sure that the counselor or the Lead Facilitator attend that meeting with you.

Personal Relationships with Learners

Establishing a positive personal relationship with learners is key as you will know each other for a long time. Learners will want to get to know you as a person not just as an academic teacher, and hopefully you will want to get to know them as people too. Because facilitator-learner relationships fall in that gray area between a traditional teacher-student relationship and a peer friendship, sometimes this a little tricky in terms of boundaries. You can always check in with another facilitator if it starts to feel too tricky. We have all had to figure this out and might have some good ideas.

Academic Classes—“Pare it Down”

Because I have limited instructional time, and because of ACLC’s self-directed learning philosophy, my number one rule is “Pare it down”. I always ask myself what is it that I must explicitly teach through direct instruction? What can I set up as a learning experience and then let learners learn on their own? How can I create a learning experience that enables learners of all abilities to succeed at whatever level they are capable of and/or willing to do? I feel it is my job to take the subject matter, teach the bare minimum and then give learners a learning choice that focuses on the rest of the material so that they have a buy-in to their learning. Here’s an example from *The Miracle Worker*, grades 7-8

Direct instruction – the whole class reads aloud the play *The Miracle Worker* in class and answers study questions for homework. These questions helps to guide learners in their understanding of the play, their responses and literature in general.

Learner Choice – Learners create project teams that explore a disability of their choice and create a PPT presentation. I give them the minimal requirements for their PPT presentation (it must include medical facts, national statistics, an experiential piece that involves learners living the disability for a day, a comparison of their before and after reflections about this disability, and a bibliography), but they have control over the

disability they will explore, the experience they create for themselves and the actual PPT production. This project gives learners first-hand experience with a disability of their choice and they teach each other about a wide-range of disabilities.