



ACLCLC

ALAMEDA
COMMUNITY
LEARNING
CENTER

**An Independent Public Charter School
1900 3rd Street, Alameda, CA 94501**

Learner Handbook 2018-19

ACLC Mission Statement

The Alameda Community Learning Center is an educational model that empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society.

To achieve this end:

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, 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.



ACLC 2018-19 Bell Schedule

Monday, Tuesday, Thursday Schedule

<u>Period</u>	<u>Hours</u>
1	8:20 – 9:20
2	9:25 – 10:25
3	10:30 – 11:30
4	11:35 – 12:35
<i>Lunch</i>	<i>12:35 – 1:15</i>
5	1:20 – 2:20
6	2:25 – 3:25

Wednesday Schedule (1:35pm release)

<u>Period</u>	<u>Hours</u>
CCC	8:20 – 9:05
1	9:10 – 9:50
2	9:55 – 10:35
3	10:40 – 11:20
4	11:25 – 12:05
5	12:10 – 12:50
6	12:55 – 1:35

Friday Schedule (3:05pm release)

<u>Period</u>	<u>Hours</u>
1	8:20 – 9:20
2	9:25 – 10:25
3	10:30 – 11:25
4	11:30 – 12:25
<i>Lunch</i>	<i>12:25 – 1:05</i>
5	1:10 – 2:05
6	2:10 – 3:05

Minimum Day Schedule (12:50pm release)

Applies December 17-20 and June 3-6

<u>Period</u>	<u>Hours</u>
1	8:20 – 9:05
2	9:10 – 9:50
3	9:55 – 10:35
4	10:40 – 11:20
5	11:25 – 12:05
6	12:10 – 12:50

ACLCL Attendance Policy

"Eighty percent of success is just showing up."
--Woody Allen

The Alameda Community Learning Center believes regular school attendance relates directly to success in academic work, benefits learners socially, provides opportunities for important communication between facilitators and learners, and establishes habits of dependability important to the future of the learner.

What to do if you are tardy:

A learner is **tardy** when he or she is not in class and seated at the beginning of each class period. If you are late for any class period, you must **come to the office for a tardy slip** before going to class.

What to do if you are absent:

A learner is **absent** when he or she is not present for one or more class periods (including project periods) during the school day. If you miss part or all of the school day, your **parent or guardian must notify the school** and provide the reason for the absence. If you need to leave campus early, a parent/guardian must sign you out or provide approval to office staff for you to sign yourself out before you leave campus.

How to notify ACLC about a tardy or absence:

Parents/guardians: Please include the learner's name, grade, the reason for the tardy or absence, and the date of the tardy or absence. Absences or tardies must be excused within 10 school days.

1. **Call 510-995-4300**, select menu choice number 1, and speak slowly and clearly to leave your message.
2. **Send an email** to attendance@alamedaclc.org containing the information described above.
3. Provide your learner with a **signed note** containing the information described above.

Excused and Unexcused:

Tardies and absences are excused when they are due to illness, health-related appointments, family emergencies, bereavement, religious observances, approved school activities (e.g. athletic/academic competitions, college visits) or unpredictable transit difficulties (e.g. bus did not come, flat tire).

Tardies are unexcused when due to learners or family members "running late", oversleeping, finishing homework, losing track of time, missing the bus, or ordinary, predictable traffic delays. **Absences are unexcused** when due to family outings or travel, family guests, vacations, or birthdays or if no reason is provided.

Extended Absences

If a learner plans to miss 4 or more days of school due to medical procedures or family travel, it is recommended that the learner complete an Independent Study Contract. **This requires about one week of lead time before the learner's planned absence begins.** Please ask in the ACLC office for more information.

Recurrent Absences

If a learner plans to regularly be absent during a project period in order to participate in enrichment activities (such as sports, tutoring, extracurricular learning), the learner must complete an Enrichment Contract. Please ask in the ACLC office for more information.

ACLC Learner Contract

I UNDERSTAND THE ACLC PHILOSOPHY

- I understand that the ACLC pursues a Graduate Profile in a different manner than a traditional middle or high school, and that the ACLC graduation requirements exceed those of the AUSD.
- I understand that I will be taught using a variety of methods including direct teaching, interactive computer applications, project-based learning, independent reading, and shared learning with my peers.
- I understand that this program is housed in an open, multi-aged (12 – 18 years) collaborative, shared learning environment, and that I intend to remain in this school until the end of high school.
- I understand the collaborative and project based nature of the program and come with an eagerness to learn how to work respectfully with learners of different ages, genders and ethnicities.
- I understand that the facilitator’s primary role is to facilitate my learning and that I am expected to structure my own time and work without constant facilitator direction and supervision.
- I understand the importance of maintaining regular attendance at the ACLC and that unsatisfactory attendance could lead to my dismissal from the program.

I UNDERSTAND THE ACLC LEARNING EXPECTATIONS

- I understand that I am expected to come to the ACLC with the desire and motivation to learn and become an active participant in the community
- I understand that in order to be successful at the ACLC I must make the commitment to work towards becoming:
 - Self-directed
 - Self-motivated
 - Focused on quality
 - An active team participant
 - An effective problem solver
 - An active community member
- I understand that success at the ACLC comes from taking responsibility for my own actions and learning and not from making excuses or blaming others

I UNDERSTAND THE ACLC JUDICIAL SYSTEM AND TECHNOLOGY AGREEMENTS

- I understand that the ACLC rules were agreed upon by students at the Center, that I will receive a copy of the rules, and that I will read and abide by these rules. I understand that continued or serious violation of these rules will be grounds for removal from the program.
- I understand that discipline at the ACLC is handled by a student-elected Judicial Committee that is supervised by a facilitator.
- I agree to abide by all consequences assigned by the Judicial Committee.
- I have read the ACLC Technology Agreement and understand that if I violate any part of either of these agreements it may be grounds for removal from the Center.
- I understand that any electronic devices that are brought to school (cell phones, iPods, etc.) are my personal responsibility for their safe keeping. The ACLC is not responsible for the loss or breakage of any electronic device brought to school. The ACLC also cannot be responsible if these devices are stolen.

With our signature we, the learner and parent(s)/guardian(s), guarantee that we have read, agree with, and are committed to the multi-year vision, philosophy and goals of the ACLC. We understand that learning success is dependent on accepting and following the terms of this contract.

A Learner's Personal 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, understand that we have the right to plead guilty or innocent in any of the judicial proceedings. We, the Learners, understand that we have the right to fight for things that we truly believe in and not plead guilty because we are pressured. We understand that if we plead innocent to anything during a judicial proceeding the case will go to trial. We understand 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 may not discuss JC cases outside of JC; JC cases are confidential.

We, the Learners, understand that when within the ACLC boundaries, the ACLC rules will apply to all. When on other campuses, ACLC learners must follow the rules of those campuses.

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, learners cannot be forced to work unless it is a community activity. Work can only be suggested, with the understanding that if we do not do work, it could jeopardize our grades.

We, the Learners, understand that use of the outside area is a privilege; we can go out there any time we do not have a class 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) If we are a distance learner who signs out.

We, the Learners, understand that facilitators are not allowed to ask a learner to write themselves 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. We understand that, if at any time, a learner breaks one or more of the rules applying to the learner folders, the privilege may be suspended or taken away. The tech team reserves the right to search through learners' folders, however it does not reserve 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 the ACLC Acceptable Use Policy.

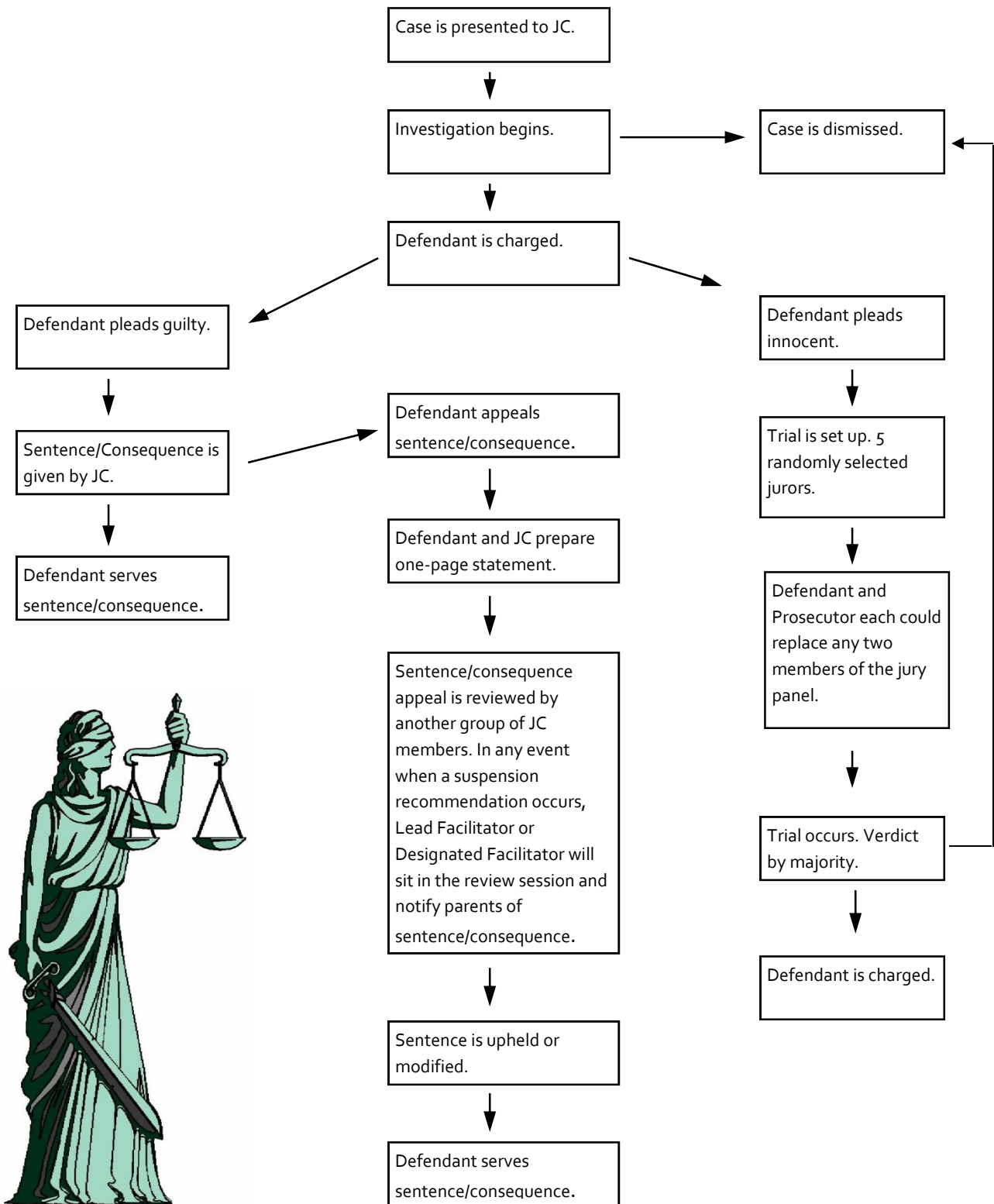
We, the Learners, understand that just because something is not written in the Bill Of Rights, it does not mean it is not a right. Consult the rule book on things that are considered "risky" in your mind or facilitators' minds.

We, the learners, may request a knowledgeable advocate in JC and judicial trials.

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

We, the Learners, affirm this as our "Learner Personal Bill of Rights" effective this day, May 1, 2003.

Alameda Community Learning Center Judicial Process



ACLC Judicial Consequences

In School Consequences

- Possible in-school consequences include: apologies, in-school clean up, peer counseling, posting signs, educational projects, etc.
- Failure to serve in-school consequences in the assigned time period (violation of rule 500.2) would automatically result in an after school detention.
- Learners who were assigned detention for failure to serve in-school consequences but did not show would automatically be assigned two hours of detention.

Consequences for Repeat Offenders and for Serious Violations

- Parent conferences will be called for learners who continually break ACLC rules. A contract may be drawn up. Cases may be referred to the Lead Facilitator.
- Serious violations of school rules will be directly referred to the Lead Facilitator. The Lead Facilitator will review the case and give appropriate consequences.



If this case involves fighting or sexual harassment please tell a facilitator immediately

Case # _____ Date Rec'd _____ Date Heard _____ Case Status _____

**JUDICIAL COMMITTEE / CONFLICT MANAGEMENT
REFERRAL FORM**

I / We _____ are writing up this form.

Please investigate (or call into conflict mediation) this person/these people:

(Include First and Last Name)

Rule(s) violated (list numbers): _____
(NOTE: If you do not list the rule(s) the case may be dismissed)

Witnesses: _____

When did this problem occur? Time: _____ AM PM Place: _____

Date: _____ Monday Tuesday Wednesday Thursday Friday

In your own words, what happened? _____

What did you try to do to correct the problem before filing this complaint? _____

Immediate Consequence—Sign Below indicating that you are guilty of this (these) charge(s).

X _____
Community Members reserve the right to refuse to sign above. The prosecutor does not need to get a signature.
If you are guilty you are encouraged to sign but this is not required.

Location of learner during JC Proceedings:

Session 1 _____ Session 2 _____ Session 3 _____ Session 4 _____

Judicial Clerk doing investigation: _____ Date: _____

Testimony of _____:

Testimony of _____:

Testimony of _____:

► **Guilty:** Sign Here: _____

I understand that by signing above the jury will assign a consequence.

► **No Contest:** Sign Here: _____

I understand that this means I am not contesting the charge of breaking a rule. I will accept the consequence as assigned.

► **Not Guilty:** Sign Here: _____

I understand this means JC may have to hold a trial to decide my guilt or innocence.

This community member has been found _____

<p>Consequence:</p> <hr/>
<p>Date to Serve:</p> <hr/>
<p>JC CLERK IN CHARGE (sign here):</p> <hr/>

If this case involves fighting or sexual harassment please tell a facilitator immediately

Case # _____ Date Rec'd _____ Date Heard _____ Case Status _____

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REFERRAL FORM**

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This community member has been found _____

<p>Consequence:</p> <hr/>
<p>Date to Serve:</p> <hr/>
<p>JC CLERK IN CHARGE (sign here):</p> <hr/>

If this case involves fighting or sexual harassment please tell a facilitator immediately

Case # _____ Date Rec'd _____ Date Heard _____ Case Status _____

**JUDICIAL COMMITTEE / CONFLICT MANAGEMENT
REFERRAL FORM**

I / We _____ are writing up this form.

Please investigate (or call into conflict mediation) this person/these people:

(Include First and Last Name)

Rule(s) violated (list numbers): _____
(NOTE: If you do not list the rule(s) the case may be dismissed)

Witnesses: _____

When did this problem occur? Time: _____ AM PM Place: _____

Date: _____ Monday Tuesday Wednesday Thursday Friday

In your own words, what happened? _____

What did you try to do to correct the problem before filing this complaint? _____

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Location of learner during JC Proceedings:

Session 1 _____ Session 2 _____ Session 3 _____ Session 4 _____

Judicial Clerk doing investigation: _____ Date: _____

Testimony of _____:

Testimony of _____:

Testimony of _____:

► **Guilty:** Sign Here: _____

I understand that by signing above the jury will assign a consequence.

► **No Contest:** Sign Here: _____

I understand that this means I am not contesting the charge of breaking a rule. I will accept the consequence as assigned.

► **Not Guilty:** Sign Here: _____

I understand this means JC may have to hold a trial to decide my guilt or innocence.

This community member has been found _____

Consequence:

Date to Serve:

JC CLERK IN CHARGE (sign here):

ACLC Grade Policy

Grades represent the degree of mastery of the prescribed curriculum in a given content area at a given point in time in a student's educational development. Measurement of a student's performance provides a means for educators to communicate with students and parents. *Grades indicate a learner's academic achievement, not necessarily a learner's ability.* Parameters include authentic assessments, tests, class work, homework, and class participation.

% Range	Grade	Credit Earned
90 - 100	A	Full
80 - 89	B	Full
70 - 79	C	Full
0 - 69	NC	No Credit

ACLC Graduation Requirements (6-12)

Coursework required for graduation will be aligned to California State Standards and to the AUSD Graduate Profile (see below), along with specific ACLC requirements, such as the Learning to Learn, 20 hours per year of Community Service, the Senior Portfolio, and the Senior Project. All ACLC graduates will have met all state standards and completed a course load that is aligned with the A-G admission requirements of the University of California.

ACLC ESLR's (Expected School-wide Learning Results)

1. Demonstrating the personal qualities, work habits and attitudes that promote life-long learning
 - Ability to effectively plan and manage time and tasks
 - Knowledge of career options and pathway to their achievement
 - Effective self-reflection, assessment and revision (gets feedback and applies it to improve)
2. Demonstrating competency in academics and new basics
 - Exceeding AUSD graduation requirements
 - Succeeding on traditional assessment measures
 - Subject matter competency
 - Successfully meeting college entrance requirements
3. Demonstrating critical thinking and reasoning skills
 - Using efficient learning techniques to acquire and apply new knowledge and skills
 - Generates new ideas; is able to dream and plan for the future
 - Recognizes and solves problems
 - Understands underlying rules and principles and draws logical conclusions
4. Demonstrating superior interpersonal and collaborative abilities
 - Producing high quality group projects for a variety of audiences
 - Functions in various group roles
 - Contributes cooperatively to a group effort
 - Exercises leadership and works with diversity
 - Helps others learn
5. Demonstrating technology literacy
 - Is able to select and apply appropriate technology to task
 - Effectively uses technology to critically gather information
 - Chooses appropriate technology to communicate ideas
6. Demonstrating the ability to engage in a participatory democracy
 - Gives back to the community and recognizes the needs of others
 - Participates in democratic process, including judicial and governance structures.
 - Takes ownership and responsibility for well-being of the community and themselves
 - Participates in decisions that affect their own learning experience

ACLC Graduate Profile

We Believe

We believe there is a common set of skills, knowledge, and attitudes essential to the total development of all Alameda learners. These learnings have intrinsic value, independent of a learner's background, for fulfillment of future aspirations. We further believe that these skills, knowledge, and attitudes constitute a set of expectations that all learners can achieve, regardless of diverse learning rates and styles. Achievement of the outcomes will help learners create and attain meaningful goals and engage in lifelong learning.

Our Goal

By the end of the school year, learners will have demonstrated competence in challenging subject matter including English, Mathematics, Science, History, Geography and the Arts. ACLC will ensure that all learners learn to use their minds well and creatively and express themselves as unique individuals so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

The Graduate Profile

This Graduate Profile provides a statement of high expectations needed for all of Alameda's learners to become educated citizens. It is also offered as a catalyst for school improvement. The framers of this document viewed it as a beginning, one that will change in response to new demands and challenges.

The Graduate Profile represents preparation for life. It consists of abilities that are necessary not just for employment and further education, but for becoming a productive and contributing member of society. The Graduate Profile is not meant to define minimum competencies; rather, it sets a standard for an educated citizen.

The Graduate Profile reflects a commitment to excellence in public elementary and secondary education and to high expectations of all our standards. We believe the implementation of the Graduate Profile will help develop young people who can think and act independently and assist our school in approaching the twenty-first century with confidence and clear direction.

To this end, we adopt and applaud the national goals embodied in American 2000 and offer our public, our staff, and our learners the profile of the ACLC graduate:

Graduate Outcomes

- **Personal Qualities, Work Habits and Attitudes**
- **New Basics**
- **Thinking and Reasoning Skills**
- **Interpersonal and Collaborative Ability**
- **Technology**

Personal Qualities, Work Habits and Attitudes

Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors, and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that learners take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes. It is inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all learners.

- A. **Self-Esteem:** Believes in own worth, maintains a positive view, exhibits a “can-do” attitude, stands up for own beliefs.
- B. **Responsibility:** Exerts a high level of effort and perseverance toward a goal; displays high standards of attendance, enthusiasm, and optimism.
- C. **Sociability:** Demonstrates cooperation, understanding, friendliness, humor, adaptability, politeness, and thoughtfulness in group settings; relates well to others.
- D. **Self-Management:** Sets personal goals, monitors progress, exhibits punctuality and self-control, allocates resources efficiently and responds to feedback nondefensively.
- E. **Integrity and Honesty:** Demonstrates justice, honorable behavior, and a social conscience; can be trusted, chooses ethical causes of action.
- F. **Selflessness and Humanity:** Gives back to society, recognizes the needs of others, values democratic processes.
- G. **Career Know-How:** Demonstrates knowledge of career options and the pathway to their attainment.

New Basics

Communicates, reads, writes, listens, speaks, and knows history, geography, civics, the arts, sciences, and basic fitness and health and uses systems thinking to approach problems.

- A. **Communication and Languages:** Has a functional command of the standard English language and communicates competently in at least one other language.
- B. **Reading:** Understands, interprets, and appreciates written information in literature, in prose, and in documents, and constructs meaning from a variety of materials.
- C. **Writing:** Communicates thoughts, ideas, information, and messages responsibly, clearly, and eloquently in writing in a form that is grammatically correct.
- D. **Arithmetic/Mathematics:** Performs basic computations, and approaches practical problems by choosing appropriately from a variety of mathematical techniques. Communicates and thinks mathematically with confidence and enthusiasm.
- E. **Listening:** Receives, attends to, interprets, and responds to verbal messages and other forms of communication.
- F. **Speaking:** Organizes thoughts and communicates ideas, knowledge, and information through fluent, responsible speech.
- G. **Historical, Social and Global Awareness:** Knows how the American society, political systems, and economy function within a global context; understands and appreciates the diversity in America and in the world community; knows the general shape of world history and the specific history of the United States.
- H. **Geography:** Applies locational skills and knowledge of geography to practical situations and current issues.
- I. **Civics:** Understands the political institutions and processes, civil rights and justice in a free society and participates as a responsible citizen in a democracy.
- J. **Fitness and Health:** Applies nutritional, hygienic, and physical knowledge to maintain health; is free from substance abuse.
- K. **Arts:** Develops appreciation and use of the arts and media as an expressive tool and a way to enrich life.
- L. **Science:** Understands how things work and the underlying scientific principles; applies the scientific method to everyday life.

Thinking and Reasoning Skills

Thinks creatively, makes decisions, solves problems, and knows how to learn

- A. **Knows How to Learn:** Uses efficient learning techniques to acquire and apply new knowledge and skills; is aware of different learning styles and strategies.
- B. **Creative Thinking:** Generates new ideas; is able to dream and plan for the future; uses imagination freely.

- C. **Decision-Making:** Specifies goals and constraints, gathers accurate data, generates alternatives, considers risks and consequences, evaluates and chooses best alternative, implements decision, and analyzes results.
- D. **Systems Thinking:** Understands and appreciates the system in which we live and work, understands variation, the importance of valid data for decision-making, and the steps for continuous improvement.
- E. **Problem Solving:** Recognizes problems, devises and implements a plan of action to resolve them, evaluates and monitors progress, and revises, as needed.
- F. **Visualizing:** Organizes and processes symbols, pictures, graphs, objects, and other information; can 'see in the mind's eye.'
- G. **Reasoning:** Discovers underlying rules and principles; uses logic; draws conclusions.



Rules Protecting the General Welfare of the ACLC School Community

010 Preamble

010.0 All Community members are responsible for the general welfare of the school, through actions that contribute to preserving the atmosphere of freedom, respect, fairness, trust, and order that is the essence of the school's existence and to establishing a creative and positive learning environment for all.

010.1 All Community members must abide by all Federal, State, and Local laws. All ACLC community members and guests must abide by all ACLC rules.

010.3 ACLC rules shall apply to all Community members and visitors before, during, and after the normal school hours of 8:00 am to 4:00 pm, including all after-school, weekend, or summer hours. Visitors must have a signed ACLC visitor pass.

010.4 ACLC rules and CLCS policies also apply at all school sponsored events and field trips.

100 Safety Regulations

100.0 Activities that present a real or potential danger to anyone's personal safety are prohibited.

100.1 Running is not permitted in the building.

100.15 Rough-housing is not permitted at any school event, regardless of the location.

100.2 No one may obstruct an entrance to the school, or any door or passageway used in the school.

100.3 Riding skateboards, scooters, roller blades, etc. in any ACLC area, inside or out, or on any school property is prohibited. High school Learners may walk their skateboards off campus for use at lunch.

100.4 All ACLC Learners and facilitators must participate seriously in all safety drills that are conducted.

100.5 For the safety of all participants, Learners must stay and walk in a group (defined as within easy sight of the supervising facilitator) on all walking field trips outside the ACLC building. (e.g. walking to and from PE)

100.6 All school or personal pets must be contained. They may only be let out if everyone in the area approves.

200 Personal Rights and Their Protection

200.0 Everyone has the right to exist peaceably at school. No one may verbally or physically harass another individual.

200.1 No one may display a symbol or a sign or use language that is known at school to represent hatred toward a particular race, religion, gender, age, sexual orientation, or job description.

200.2 No one may knowingly disrupt another person's learning activities in the school. No one may disrupt a seminar given by a facilitator, learner or guest speaker.

200.3 Visitors, defined as non-ACLC students and guests, are allowed provided they are not disruptive to the learning process. Visitors under the age of 18 must call in advance, and *all* visitors during the regular school day (8am-4 pm) must register with the ACLC Office Manager. After the normal school day, all visitors must register with the facilitator or adult supervisor in charge. Disruptive visitors will be asked to leave.

200.4 Leaders, facilitators or anyone leading a class should act as guides to help learners choose the way they would like to approach problems. If a learner feels violated, he/she has the right to give constructive criticism to these class leaders. Learners and leaders learn together and should therefore treat each other with respect, and each have the right to give constructive criticism to one another (voted in Spring 2017).

200.5 Neither Learners nor Facilitators may alter or change another Learner's or Facilitator's work without his or her permission.

200.6 No one may knowingly instigate or encourage another learner to violate the ACLC rules. (For example: Encouraging someone else to fight or to say something mean to someone else.)

200.7 Learners must respect the community by refraining from intimate physical affection while at school. Acts prohibited by this rule include but are not limited to: kissing, cuddling, grabbing, and lap-sitting. Learners or facilitators who witness this behavior should first ask for the behavior to stop, and if that doesn't work, should then report it to the floor facilitator and write up the case for JC. This rule should be fairly and consistently enforced.

200.8 Fragrance spray, (Axe, perfume, cologne, etc.) may not be sprayed indoors at any time.

300 Protection of Private and Public Property

300.0 No one may litter or otherwise create a mess on any part of ACLC School campus.

300.1 No one shall purposely or unintentionally use (unless given permission), damage, steal, sabotage, or destroy personal and/or school property.

300.15 Learners must keep all personal belongings either on their person or in their lockers or in a classroom (with permission of a facilitator) at all times. (rule revised winter 2016)

300.2 No community member or guest shall put their shoes on the couches/chairs with a cloth cover.

300.3 Each individual is responsible for any ACLC materials he/she checks out. All items must be returned to their appropriate location in the same condition as they were checked out.

300.4 Learners are not allowed behind Facilitator's desk without the Facilitator's permission.

300.5 Water dispensers may only be used for drinking. Learners are to have a cup or water bottle to collect water in for drinking (learners may not drink from their hands, no washing or dumping used water in the dispenser)

400 General Rules

400.0 The school Community, acting through the Judicial Committee or the Facilitators may establish boundaries that limit the range of behavior permitted while a person is in attendance. Each individual is expected to act within these limits.

400.1 10th-12th grade Learners with Off-Campus Contracts (OCCs) must sign in and out daily and have a signed contract and a log to verify their use of school time. No one may leave ACLC during school hours without being signed out by their parent or guardian (high-school Learners may leave campus for lunch). Violating these rules is grounds for referral to JC and/or suspension.

400.15 A learner who is presented with an immediate consequence form and sincerely believes him or herself to be innocent of the charge cannot be forced to sign.

400.2 All skateboards, scooters, roller blades, etc, must be stored in the appropriate place during school hours. (7:30am-4 pm) Skateboards, scooters, roller blades, etc., not placed in the appropriate area will be confiscated and referred to the JC for appropriate consequences. High school Learners may walk their skateboards off campus for use at lunch.

400.4 Bicycles must be locked outside of the building and not obstruct entrances. No bicycles are allowed in the building.

400.5 The ACLC is a closed campus for 6th, 7th and 8th graders. 6th, 7th and 8th grade Learners may not leave campus at any time during school hours or during ACLC's lunch. They may only leave for a school sanctioned event. All learners must return to ACLC before the start of the next period.

400.6 ACLC phones are for the use of ACLC staff members to do their work. Learners must obtain permission to use the phone of an ACLC staff member. The ACLC staff member who allows a learner or others to use ACLC phones must remain at the phone during the permitted phone call. Learners or others using ACLC phones without a staff member present shall be referred to the judicial committee for appropriate consequences.

400.7 If a Facilitator is 10 minutes late to a seminar and has not sent their lesson plan to the Learners, then the Learners can consider the seminar cancelled and are free to leave the seminar to do other work without penalty in the class.

407.5 If a facilitator is 10 minutes late during a project period learners can write them up.

400.8 Community members cannot play sports, defined as a game or activity in which Learners or Facilitators are put into danger from airborne objects, during the lunch period and passing period.

400.9 Facilitators are obligated to post a schedule of the times when they are free to meet with learners in the center at the facilitator desk

401.0 Learners can only hold one elected position, unless no other candidates are available (ex. if a Learner is a JC Clerk they cannot also be a Governing Board Representative).

500 JC Rules

500.0 Learners are not required to participate on ACLC governance committees and Leadership class, or as an elected JC clerk, but neither Learners nor Facilitators have the right to refuse jury duty, service on the ACLC judicial committee, or participation in CCC and its requirements. JC committee service may be postponed or served in another way, based upon hardship conditions. (Projects due, just back from an illness, or scheduling conflicts, for example)

500.05 If learners have a class during every Leadership period, Facilitators must, at their discretion, give Learners the ability to miss class once during a school year in order to attend a Leadership seminar.

500.1 Physical or verbal intimidation, or any attempt to influence the impartial decisions of members of the Judicial Committee, ACLC jurors, or Learners or Facilitators filing a complaint within the context of their judicial work may result in suspension and possible expulsion from ACLC.

500.2 Failure to comply with Judicial Committee verdicts and sentences may result in suspension and possible expulsion from the ACLC.

500.3 Violations of any of the AUSD's Group Two Behaviors (i.e. knives, guns, drugs, etc.) will be referred to the ACLC Lead Facilitator.

500.4 No one may lie in any judicial proceeding.

500.45 If asked, a community member must state their name for the purpose of write-ups.

500.5 Judicial Committee members must report refusals to testify to the Committee. The Committee will cite the individuals for contempt of the Community and will provide appropriate sentencing. No one will be required to provide self-incriminating evidence.

500.6 All conversations, discussions, sentences or anything that goes on in a Judicial Proceeding may only be discussed in JC unless the person being sentenced opens a dialogue outside the proceeding.

500.7 The judicial system and all judicial bodies shall not discriminate against anyone based upon gender, ethnicity, age, social status, sexual orientation, or job description.

500.8 No one may leave the JC waiting area after being called in to JC until the clerks dismiss you from the proceeding.

500.9 No community member may bypass JC by bestowing consequences unto others for alleged infractions of the ACLC rules (in junction with rule **500.3**).

Rules Governing Use of the School's Facilities

1000 General Use of the School

1000.0 Anyone wishing to modify the physical structure of the school, in a not easily reversible way, must obtain prior approval by Leadership.

1000.05 No one may turn off the flat screen in the Center or the Jake, unless it is due to a class or important gathering.

1000.1 Food and drink may be consumed in the outside area only. Substances defined as food consist of material made up of proteins, carbohydrates, water, and fats used in the body of a Learner or a Facilitator to sustain growth, repair, and vital processes and to furnish energy. This includes candy.

1000.15 Open food or drink is not allowed in the Center except near the microwave for the sole purpose of heating food.

1000.2 Fund-raisers selling food or drinks during school hours, including lunch, will be restricted to the outside area and must be approved by Leadership.

1000.25 Groups/clubs/bevies can eat in the Center during meetings. Bevy leaders and members must clean up the area that they held their meeting in. Bevy leaders can be written up if the groups eating area is not cleaned. Bevy leaders must have a roll sheet of their group members present. Bevy leaders must kick out (Write up with further notice) other learners who are not in the bevy but eating in the Center.

1000.3 Each learner is responsible for cleaning up after him/herself.

1000.4 If a room or area is badly littered, the Facilitators, or a majority of the Judicial Clerks may close that room at any time and keep it closed for a specified period of time or until it has been cleaned.

1000.5 Everyone must participate in general cleanup when they or their CCC groups are assigned to daily duty and as a member of the community at the monthly cleanups.

1000.6 In designated quiet work areas, Learners need to keep conversations and activities at a quiet level and be working on school related work.

1000.7 Waste must be put in the correct color coded bins: Please see the signs posted for a list of what goes in each bin.

1000.75 Any community member who leads an activity is to let the participants know which bin they are to put the waste from their activity through announcements, posters, or other methods of communication.

1000.8 If a waste bin is removed from the area it belongs it must be returned to its designated area as demarcated by the posted posters.

1000.9 Use of designated Proposal Forms are to be used only for proposal purposes, and any other use - microwaving food, cleaning up mess, etc. - is prohibited.

1050 Technology

1050.0 Technology, including personal electronic devices, may be used for school-related educational purposes only while in school buildings.

1050.1 Games or chatting (e.g. Facebook and message boards) are not allowed on school computer equipment. Limited resources need to be protected for school use.

1050.3 Learners shall not bring in any applications (e.g., games, programs, etc.) into the center on any medium without prior approval from a Facilitator.

1050.4 Music and other sounds from electronic devices may not be played at a volume that can be heard by others.

1050.5 Before logging someone off a computer, a community member must first save the previous Learner's or Facilitator's work, and then may use the computer. If they do not save the work for the absent Learner or Facilitator they may be written up.

1050.6 Learners and Facilitators may not tie up scarce resources with activities that could be carried out in other, more appropriate locations. Negotiations are appropriate for deciding who needs a particular piece of technology equipment. The learner least in need must respectfully allow the other learner to use the computer or other piece of equipment.

1050.7 All Learners must sign and abide by the District Technology agreement. Going to a porn site, hate site, or a site with extreme violence is grounds for dismissal from the ACLC. Please let a facilitator know if you have accidentally ended up at one of these sites.

1050.8 Executable files may not be downloaded from the Internet. Media files may only be downloaded for school related purposes. This is considered network vandalism and is a serious offense.

1050.9 Internet can only be used for school-related educational purposes with the exception of email. Internet use to check personal email is limited to 10 minutes. A learner using a computer to check email must forfeit the computer to anyone who needs it for school related purposes.

1100 Use of the ACLC Facility

1100.0 All rules regarding use of the Center will be respected. Leadership shall yearly review the rules for the Center and make them known to the community.

1100.1 No furniture may be taken outside the building without prior approval.

1100.2 Food may be consumed in the center at lunch only during a special (school sanctioned) event, when it is raining, or during extreme weather conditions.

1100.3 Special rules governing rooms other than the Center are as follows. Learners who are on their free period are not allowed in the Quiet Area when there are classes in the Quiet Area.

1100.4 All non-academic activities—break activities such as eating, doing hair or make-up—must be conducted outback .

1100.5 No advertisements are to be put in any bathroom under any circumstance.

1100.6 All posters advertising events must be taken down three (3) school days after the event has taken place.

1200 Use of the Outside Area (The blue lines define the outback)

1200.0 Use of the outside area before and after school, and during lunch is permitted. Learners are expected to keep this area clean.

1200.1 During normal school hours, all Learners must stay within appropriate boundaries (blue lines). Failure to do so will result in a judicial referral and possible suspension of outside privileges.

1200.2 Each learner is responsible for cleaning up after him/herself. The outside area is open for lunch but will be closed if left messy.

1200.3 Rough-housing is not permitted in the outside area.

1200.35 Sports, rough-housing, or running is not allowed at any time in the Concrete Courtyard.

1200.4 No one may be outback without approved supervision (i.e., outback monitor, facilitator, etc.) during normal school hours.

1200.5 Learners may be in the Territory (grass courtyard) area next to the Center while classes are in session, (except to retrieve materials from their locker) for quiet activities only.

1200.6 Bikes may only be stored in the bike racks.

APPROVED

(When proposals are approved or denied by leadership, this part will be stamped. Do not put anything in this box.)

THIS IS AN EXAMPLE PROPOSAL TO HELP YOU WRITE YOUR PROPOSAL. THIS IS AN ACTUAL PROPOSAL THAT WAS PASSED BY LEADERSHIP.

Proposal Form

Name(s): Bethany Kharrazi **Grade:** 12 **Date:** 12 / 8 / 16

Proposal Description: Include as much information as possible (e.g., names, dates, etc.)

I would like to hold a Karaoke night in the center (Take) on Thursday, January 19th in the evening. Time to be decided (probably: 6-8 pm). This would be a senior fundraiser. Lynn will supervise!! There will be an entrance fee and we will sell food

Benefit to Community: Describe how this proposal will benefit the community.

*Fun way to raise money for the senior class and celebrate the end of the first semester!
Community bonding*

Who Will Implement Your Proposal?

Me & Seniors

Contact Information: Provide appropriate contact info (e.g., phone #, email, etc.)

Name (1): Bethany Kharrazi Contact Info (1): bethany.kharrazi@alamedaclc.org

Name (2): _____ Contact Info (2): _____

Comments from Leadership:



Submit to Proposal Box in the Center of the Center

Proposal Form

Name(s): _____ Grade: _____ Date: ____/____/____

Proposal Description: Include as much information as possible (e.g., names, dates, etc.)

Benefit to Community: Describe how this proposal will benefit the community.

Who Will Implement Your Proposal?

Contact Information: Provide appropriate contact info (e.g., phone #, email, etc.)

Name (1): _____ Contact Info (1): _____
Name (2): _____ Contact Info (2): _____

Comments from Leadership:

ERROR: syntaxerror
OFFENDING COMMAND: --nostringval--

STACK: