



## Learner and Family Guidebook

Welcome to Empower Generations! You are part of a ground-breaking, innovative program designed to meet each child's individual needs and to foster in them a love of learning and the desire to be the leaders of the future.

Empower Generations may be different than some of your child's previous educational experiences. First, we value your child's passion, interest, safety, and needs above all else. Empower Generations' unique approach to the whole person and whole family allows learners to continue to pursue a high school diploma while navigating through new experiences as a result of pregnancy and parenthood or other life circumstances that has caused your child to struggle or not succeed in traditional school settings. The program offers flexible options such as credit recovery, online programs, one-on-one tutorials, regular advisory, optional family seminars, and community internship and mentorship as part of a pathway to high school graduation and college and career readiness. We promote adaptability, self-confidence, autonomy and creativity through the development of social and emotional skills, communication skills, and problem solving skills. The educational program will promote respect, understanding, and appreciation of diversity in the school's multicultural environment. The program includes four essential components: Advisory, Health and Wellness, Personalized Learning, and Internship.

Your experience as a parent or guardian at Empower Generations may also be different than what you have experienced at your previous schools. To make the transition a smooth one for your learner(s) and yourself, we encourage families to keep updated and informed about school events and parent programs. We encourage and depend upon our parents to be actively engaged in school programming. If you feel something you need support in any given area, please don't hesitate to ask for a meeting your child's support team or another adult on campus that can advocate for you or your child.

We work as a team in this environment and the only effective way to do that is to communicate and ask questions. The Family Guidebook is designed to share Empower Generations' philosophy, expectations for learners and families, and other school information.

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## Section 1: Educational Overview

### MISSION, VISION, and VALUES

#### **THE MISSION**

The mission of Empower Generations is to collaborate with learners in health and wellness, lifelong learning, college and career readiness, and community partnership. In doing so, learners become self-directed leaders, problem solvers, creators, collaborators, innovators, and active community members. We accomplish this through a rigorous, relevant, and attainable education program that blends independent study, community experience, and one-on-one support based on the Common Core Standards. We celebrate and foster learners' individuality, and support them in discovering their highest potential in the environment that best suits their needs.

#### **THE VISION**

The vision of Empower Generations is that all learners will possess the knowledge, skills, and confidence to achieve health and wellness, raise healthy and happy children, master academic standards and develop a deep understanding of subject matter, and collaborate effectively with the community in which they live. All learners will graduate with awareness of and preparedness for the endless possibilities of their future while meeting rigorous and attainable graduation requirements.

#### **OUR VALUES**

We are a people of purpose, establishing a new paradigm for education.

We are a caring culture that values community, which contributes to a better society.

Our focus on developing empathy allows for respect and invites an engaging, positive, rich environment.

We believe people are natural-born learners.

We provide opportunities for discovery and wonder to nurture a lifelong love of learning.

Success is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service.

We embrace stepping out of our comfort zone. And . . .

We value joy, fun, choice, and voice, and we celebrate that our differences contribute to our common humanity.

### WHO WE SERVE

Empower Generations is a free public charter school for grades 7-12. We give priority admission to pregnant and parenting teenagers (both moms and dads). We also welcome youth who are traditionally labeled at-risk. However, we view youth at-promise and feel that youth who have been pushed out of traditional education systems can find a home with Empower Generations to achieve their academic, personal, and college/career goals.

We serve pregnant/parenting teens Mondays and Wednesdays on campus and non pregnant/parenting teens on Tuesdays and Thursdays. When not on campus, teens use their school-issued laptop to complete on-line courses, self-designed projects, and internship opportunities.

### PERSONALIZED LEARNING

We value personalized learning with a focus on emergent curriculum. This evidence-based approach puts learners in the driver's seat of their own education. To do this, learners participate in a number of essential activities throughout the school year.

### *ORIENTATION*

All learners must complete an orientation binder before starting regular academic coursework. Learners receive up to 5 Elective credits for this work, and staff uses this work to craft a personalized learning plan that meets the needs of each learner.

### *SAFETY PLAN*

All learners have the right to feel safe, supported, and heard on campus. Within the first week of enrollment, learners will complete a Safety Plan with the school counselor. Safety Plans give staff the information they need to ensure that learners needs are met throughout the year. Safety Plans are confidential.

### *MAP ASSESSMENT*

All learners complete 3 MAP Assessments each year. This smart assessment is designed to give staff a comprehensive overview of which academic skills learners are ready to develop. Assessments are done on campus. Families will receive a copy of learner results and an opportunity to review results with the learner's Guide.

### *INDIVIDUAL LEARNING PLAN*

Learners meet with a Guide or Change Agent to create an ILP (Individual Learning Plan) each semester. This document maps out the learner's courses, goals, and schedule for the semester as well as tracks graduation requirements and progress toward graduation.

### *PORTFOLIOS*

As part of Empower Generations' graduation requirements, learners will work on an electronic portfolio each semester. Portfolios serve as a snapshot of learner growth and achievement in their academic, personal, and parenting goals. Portfolio defenses take place in June, and we invite families to participate in this process. A learner cannot graduate from Empower Generations without completing a portfolio and defending their final senior portfolio to a community panel to satisfaction.

### *PRESENTATION OF LEARNING*

Learners have the opportunity to present their growth and learning at the end of each quarter at Community Night. Presentations of Learning are a fantastic way to celebrate learner success and see all of the beautiful work that occurs on the Empower Generations' campus.

### *GRADUATION REQUIREMENTS*

Empower Generations' graduation requirements meets the California State minimum graduation requirements for a High School Diploma. Through Individual Learning Plans, learners may choose to complete more than the minimum graduation credits for acceptance into a 4-year college.

## Empower Generations Personalized Learning Graduation Plan

The vision of Empower Generations is that all learners will possess the knowledge, skills, and confidence to achieve health and wellness, raise healthy and happy children, master academic standards and develop a deep understanding of subject matter, and collaborate effectively with the community in which they live. All learners will graduate with awareness of and preparedness for the endless possibilities of their future while meeting rigorous and attainable graduation requirements.



**4+4=Graduation. Learners will demonstrate the 4A's and the 4 Learner Outcomes through their academic coursework and portfolio.**

4 A's	4 Learner Outcomes	Academic Coursework	Portfolio Requirements
<b>Agency</b> <i>Development of one's own independence and internal compass.</i>	<b>INTELLECTUAL CURIOSITY</b> <input type="checkbox"/> GRIT <input type="checkbox"/> PURPOSE <input type="checkbox"/> ZEST Definition: Learners are eager and inquisitive. They show enthusiasm, maintain focus through engagement, and develop deep understanding. They are able to articulate their interests, their aspirations, and their rationale. Furthermore, they inspire others and approach new situations with excitement and energy.	<b>CLASSES:</b> <input type="checkbox"/> English 9 (10) <input type="checkbox"/> English 10 (10) <input type="checkbox"/> English 11 (10) <input type="checkbox"/> Math I (10) <input type="checkbox"/> Algebra I (10) <input type="checkbox"/> World History (10) <input type="checkbox"/> U.S. History (10) <input type="checkbox"/> Economics (5) <input type="checkbox"/> Government (5) <input type="checkbox"/> Biological Science (10) <input type="checkbox"/> Physical Science (10) <input type="checkbox"/> PE (10) <input type="checkbox"/> PE (10) <input type="checkbox"/> Child Development (10) <input type="checkbox"/> Internship (10) <input type="checkbox"/> Language or Art (10) <input type="checkbox"/> Health (5) <input type="checkbox"/> Elective (10) <input type="checkbox"/> Elective (10) <input type="checkbox"/> Elective (5)  <input type="checkbox"/> MAP assessments taken 2 times yearly.	<input type="checkbox"/> Completion of Final Advisory Projects each semester with reflection <input type="checkbox"/> Peer Accountability Buddy Reflection(s) <input type="checkbox"/> 5 Touch Points in the Community <input type="checkbox"/> Yearly Individual Learning Plans <input type="checkbox"/> Yearly Exit Conferences
<b>Action and Autonomy</b> <i>Development of the capacity to decide for oneself and pursue a course of action in one's life.</i>	<b>SOCIAL INTELLIGENCE</b> <input type="checkbox"/> SELF-CONTROL (Interpersonal and Intrapersonal) <input type="checkbox"/> GRATITUDE <input type="checkbox"/> OPTIMISM Definition: Learners understand that ability and aptitudes are developed through hard work and dedication. This allows them to take on new challenges with optimism while demonstrating respect and understanding of others.		<input type="checkbox"/> Personal Finance Project <input type="checkbox"/> Personal Statement <input type="checkbox"/> Artifacts and Reflections for 4+4
<b>Aspiration</b> <i>Development of hopes and dreams of achieving. Internal desire to fulfill a beautiful purpose in life.</i>	<b>COLLEGE AND CAREER READINESS</b> <input type="checkbox"/> CRITICAL THINKING <input type="checkbox"/> ACADEMIC ENGAGEMENT <input type="checkbox"/> GROWTH MINDSET Definition: Learners possess the knowledge and skills to continue learning beyond secondary school both in postsecondary settings and the workplace. They leverage gained knowledge and skills to interact, communicate, and work effectively outside their environment, acknowledging his/her own biases and considers other points of view in order to synthesize multiple perspectives. They are prepared to take risks in pursuit of quality in all they do.		<input type="checkbox"/> Internship Completion <input type="checkbox"/> Research Paper <input type="checkbox"/> Expository Paper <input type="checkbox"/> Narrative Paper <input type="checkbox"/> Descriptive Paper <input type="checkbox"/> Persuasive Paper <input type="checkbox"/> 2 Scientific Experiments <input type="checkbox"/> Mathematical Thinking Demonstration
<b>Affirmation</b> <i>Confirmation of the beautiful work and personal growth achieved. Movement toward college and career and the pursuit of lifelong curiosity and wellbeing.</i>	<b>RESILIENCE</b> <input type="checkbox"/> HEALTHY HABITS <input type="checkbox"/> WELLBEING <input type="checkbox"/> HEALTHY RELATIONSHIPS Definition: Learner demonstrates healthy decision making and the connection to future health of self, family, community, and society.		<input type="checkbox"/> Learning Showcase (1 per semester) <input type="checkbox"/> Graduation Portfolio Presentation <input type="checkbox"/> Pregnancy/Parenting/Health Project <input type="checkbox"/> Philosophy of Parenting and/or Health <input type="checkbox"/> Resiliency Toolkit

### RESILIENCY BASED PRACTICES

Empower Generations works with several professional consultants to ensure that we are providing evidence-based and leading methods of providing a safe, supportive environment for learners to succeed. Part of this is working to become a trauma-informed school. We employ 6 practices that result in resiliency-based norms.

**Safety** -Throughout the organization, staff and learners we serve feel physically and psychologically safe.

**Trustworthiness and transparency** - Organizational operations and decisions are conducted with transparency and the goal of building and maintaining trust among staff, learners, and family members of those receiving services.

**Peer support and mutual self-help** - These are integral to the organizational and service delivery approach and are understood as a key vehicle for building trust, establishing safety, and empowerment.

**Collaboration and mutuality** - There is true partnering and leveling of power differences between staff and learners. There is recognition that healing and learning happens in relationships and in the meaningful sharing of power and decision-making. The organization recognizes that everyone has a role to play.

**Empowerment, voice, and choice** - Throughout the organization and among learners, individual's' strengths are recognized, built on, and validated and new skills developed as necessary. The organization aims to strengthen the staff's, learners', and family members' experience of choice and recognize that every person's experience is unique and requires an individualized approach. This includes a belief in resilience and in the ability of individuals, organizations, and communities to heal and promote learning. This builds on what learners, staff, and communities have to offer, rather than responding to perceived deficits.

**Cultural, historical, and gender issues** - The organization actively moves past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, geography), offers gender responsive services, leverages the healing value of traditional cultural connections, and recognizes and addresses historical trauma.

\*Adapted from the Substance Abuse and Mental Health Services Administration with permission.

## STAFF AND TERMINOLOGY

Empower Generations believes that it takes a village to be successful. We have carefully crafted an organizational structure designed to support learners fully. The following teams work with each learner:

### **Change Agent**

A learner's Change Agent is their go-to staff member on site. Change Agents are experts in a learner's Individual Learning Plan, Safety Plan, and needs on campus. Change Agents are the primary point of communication with learners and family. They also oversee the portfolio and portfolio defense process.

### **Birth Support**

All pregnant learners have access to childbirth preparation and education, health care advice and advocacy, birth support with a doula, lactation education and support, and weekly home visits for the first 6 weeks postpartum.

### **Guide and Advisor**

Guides and Advisors are experts in curriculum, instruction, and assessment as well as learner skills and motivation. Guides and Advisors help learners with online courses, design and support passion projects with learners, and help learners edit and refine work. Guides are credentialed as teachers through the State of California, and many advisors are working on their teaching credential while working at Empower Generations.

### **Counselor**

All learners have access to a Certified Counselor on-site. Counselors are experts in College and Career, Crisis Counseling, Well-Being, and Parenting. Our counselors are fun, safe, and supportive and work hard to ensure that each learner has a clear path to college and/or career upon graduation. Counselors also support internship, coursework, healthy relationships, parenting, and removing obstacles to success in school.

### **Leadership**

Empower Generations takes safety and campus culture seriously. A leadership team member is always onsite to provide restorative practices, mentor staff, and ensure the safety and wellbeing of all on campus.

### **Student Support**

Empower Generations provides accommodations and support to learners with IEPs and 504s through a fantastic Student Support Team.

## Section 2: Daily Operations

### HOURS OF OPERATION

Campus is open from 8:30am to 4:00pm Monday-Thursday and 8:30am-1:00pm on Fridays.

We are located at 43301 Division Street Unit 305 Lancaster, CA 93535

### BELL SCHEDULE

## 2017-2018 Bell Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:30am</b>	School Opens-Independent Study Time				
<b>9:00am</b>	Office Hours 1:1 Meetings				Independent Study Time-Community Workshops
<b>10:00am</b>	Advisory 1 or Independent Study Time				
<b>11:00am Choose Your Own Adventure*</b>	Math Tutorial Literacy Circle Initiation	Math Tutorial Literacy Circle Initiation	Math Tutorial Literacy Circle Initiation Resiliency Lab (11:00-12:30)	Math Tutorial Literacy Circle Initiation	
<b>12:00pm</b>	Lunch				
<b>1:00pm</b>	Advisory 2 or Independent Study Time				School Closed-Staff Professional Development
<b>2:00pm Choose Your Own Adventure*</b>	Parent Group STEAM LAB CCI Initiation Alumni Group	CCI STEAM LAB Initiation	Parent Group STEAM LAB CCI Initiation	CCI STEAM LAB Initiation	
<b>3:00pm</b>	Independent Study Time 1:1 Meetings				
<b>4:00pm</b>	School Closes				

\*Adventures must be approved by your advisor during your weekly 1:1 Change Agent Meeting

2017  
July

July 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

August 2017

SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

September 2017

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

November 2017

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

December 2017

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2017 - 2018

Board Approved

Empower Generations  
School Calendar

August

22 - First Day of School

September

4 - Labor Day

October

9 - 13 Mid-Fall Break

November

10 - Veterans' Day (observed)

20 - 24 Fall Break

December

18 - Jan 5 - Winter Break

January

8 - Learner Free Day, Staff Collaboration Day

15 - Martin Luther King Jr.

30 - End of Semester

February

5 - Reports of Progress Sent Home

16 - Learner Led Conferences (LLC)

19 - Presidents' Day

March

26-30 - Spring Break

April

2-4 Learner Free Day, Facilitator Prof Dev.

May

28 - Memorial Day

June

15 - End of School

2018

January

January 2018						
SUN	MON	TUE	WED	THU	FRI	SAT
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

February 2018

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	1	2	3

March 2018

SUN	MON	TUE	WED	THU	FRI	SAT
25	26	27	28	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

May 2018

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

June 2018

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Holidays/Vacation Breaks/Learner Free Days



## Attendance

Attendance is expected for all learners. Pregnant/Parenting learners should attend Mondays and Wednesdays and non-pregnant/parenting learners should attend Tuesdays and Thursdays. Absences will be followed up with a phone call and/or text and email. Should a learner need to miss a day, it is helpful to notify a learner's change agent before school. Learners should continue to work on online courses, passion projects, and internships on days off campus.

## SCHOOL LUNCH PROGRAM

Empower Generations offers school lunch Monday-Thursday from 12:00-12:30pm. School Lunch meets all federal guidelines for school lunch and are healthy and delicious. Free and Reduced Lunch applications are available during registration. Learners may pre-load a lunch card to purchase lunch monthly or weekly or bring cash to purchase a lunch the same day.

## Section 3: Learner Conduct

### EXPECTATIONS

Empower Generations strives to present our learners with opportunities that exceed those available at most traditional schools. Our learners also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do his or her best, both academically and behaviorally. If there's a problem, we personally speak with the learner, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for his or her own learning and behavior. As a framework for this, we have expected learning results.

At Empower Generations we utilize Love and Logic® and Restorative Practices to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our Empower Generations expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it.

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our students to incorporate them into their daily lives.

### CONSEQUENCES

There are consequences for not adhering to the behavior guidelines. Family and staff will work together to make decisions that are in the best interest of the child. The following consequences allow flexibility for individuals and varying situations. If the behaviors escalate, so will the consequences.

1. Warning and reminder: This may take place in or out of the classroom.

2. Reflection time: This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.
3. A respectful, related consequence: This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.
4. A disciplinary referral to the office: This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again.
5. In-house suspension: The child would come to school and do schoolwork in an alternative environment.
6. Suspension/parental supervision: The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
7. Emergency Removal: See Emergency Removal section on the next page.

## SUSPENSION/EXPULSION PROCEDURES

Rules of suspension and expulsion must follow due process mandates. They are stated below.

### Suspension

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense.
- A written notice of suspension must be sent or given within one school day to the parent, guardian, or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day he/she returns to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

### Expulsion

- Only the School Director can recommend expulsion. EDN 48900
- The School Director must provide the learner and parents/guardians written notice of the intent to expel; the notice is to state the time and place to appear which must not be less than three (3) days or later than five (5) days after the notice of intent to expel was given to the learner and parents.
- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent must have an opportunity to appear, on request, before the school Administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's

actions that led to the intended expulsion.

- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion
- Only the governing board may make the decision to expel a learner. Following that decision:
- The letter of expulsion is sent.
- Within one (1) school day, the Administrator shall notify the Registrar, in writing of the decision to expel.
- The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school Administrator within fourteen (14) calendar days of the written letter of expulsion. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

#### EMERGENCY REMOVAL

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Handbook.

## Section 4: Technology

### Electronics

Cell phones, tablets, and other electronic items are often used for instructional practices. We are guiding our learners in appropriate use of technology, helping them to make appropriate choices concerning these items. We realize that many parents give their children cell phones for safety and convenience. We ask that learners limit use of the phones during the school day to academic purposes only. Families may contact their child in an emergency situation by calling the school office and learners may use cell phones or school phones to contact families in an emergency. Learners should respect their facilitator's requests regarding appropriate time to use technology.

### INTERNET

Empower Generatins' computers have access to the Internet. The school works diligently to protect our learners from inappropriate content. The staff works closely in training our learners as to the appropriate use of the Internet. Before using the Internet, parents and learners should read the following "Network Use Guidelines." All parents and learners must also sign a Student & Parent/Guardian Network Responsibility Contract.

### NETWORK USE GUIDELINES

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet as part of your educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Learners will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!
6. Educational Software

Giving our learners the skills to thrive in the 21st Century means giving them access to technology. With computers as part of every classroom curriculum, Empower Generations uses very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act requires. While we have filters at the network level for inappropriate Web sites, there are still instances when those Web sites can come through. Please be assured that Empower Generations remains committed to restricting the use of such Web sites. Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 313). The staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. Empower Generations takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk. The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of Empower Generations.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information which violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

## NETIQUETTE

The use of the Internet requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not send abusive messages to anyone.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a

parent release authorizing publication.

4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without his/her permission.

5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

6. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify iLEAD staff.

7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

## SUPERVISION AND MONITORING

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that users are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

## Section 5: Communication and Involvement

### Methods

**Website** - The best way to keep updated with current events and activities at Empower Generations is via the website: [empowergenerations.org](http://empowergenerations.org)

**Monday Message** - Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the SCVi website homepage [empowergenerations.org](http://empowergenerations.org)

**Facebook** - You can follow our journey at <https://www.facebook.com/empowergenerations.org>

**Phone/Text** - You will receive periodic phone calls and/or texts our automated calling system or your child's Change Agent. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

**Mail** – Your child's semester and year Report of Progress (report card) will be mailed home February 1<sup>st</sup> and June 18<sup>th</sup>.

**Monthly Community Nights** – We gather in community every 1<sup>st</sup> Thursday of the month from 5pm-7pm. Join us for food, information, games, and community. These are important! Please make them a priority.

**Novare** – We utilize a learning management system called Novare. All families will be given an access code. Families will be able to keep up with learner progress, see learner work and portfolios, and communicate directly with staff.

## EXPECTATIONS

Communication between home and school is key for learner success. Please make every effort possible to read the weekly Monday Message, attend monthly Community Night, and stay informed about your child's progress in school.

We value your input. Please don't hesitate to email, call, or come see us immediately if you have questions, concerns, or ideas about how we can best support learner success.

## Section 6: Policies and Procedures

### ATTIRE

Our priority is that learners feel comfortable and free to express themselves in a way they feel comfortable. We do lots of walking, sitting on the carpet, yoga, and artistic activity. Our learners are encouraged to wear comfortable clothing that they feel reflects their best selves. Clothing that encourages bigotry, violence, sexism, or gang activity will generate a private conversation about what being your best self means.

### COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a family member has a classroom concern, it is expected that he/she will try to resolve the concern with the appropriate staff. If the concern is not resolved, please bring your concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

### EMERGENCY PROCEDURES

Drills - Emergency drills, such as earthquake and fire drills, are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners. If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent volunteer or other school staff member. These supervisors will call Empower Generations to provide an update and next steps.

Actual Emergency - If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only. When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school

### 2<sup>ND</sup> GENERATIONS BABIES AND TODDLERS

Learners are welcome to bring babies and/or toddlers onto campus, provided they have signed the school's Liability Waiver. Learners are responsible for their child at all times on campus. Everything needed for the care

of the baby and/or toddler must be provided by the learning, including diapers and wipes, clothing, a blanket, and nutrition needs. Once a baby is 18 months, we encourage and will work with learners to find a suitable preschool option.

#### SICK POLICY

Because we do have babies and toddlers on campus, we require all staff, learners, and babies and toddlers who are ill to stay off campus and work from home until all symptoms are resolved. Illness includes fever, runny nose, cough, pink eye, etc.

## Section 6: Governance

The school is subject to the Bylaws of the corporation. While Empower Generations' charter authorizing agency is the Acton Agua Dulce School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current Empower Generations Board of Directors can be found on the Empower Generations' website. Decisions made by the Board will be on a majority basis. The Board will oversee Empower Generations' policies and operations, and will receive regular reports on the school's academic financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of Empower Generations. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office.