



BRIGHT FUTURES

A c a d e m y

“Building Who You Will Become”

Student/Parent Handbook



*Riverside Campus
9994 County Farm Rd.
Riverside, CA 92503
951-785-0504*

*Apple Valley Campus
15757 Saint Timothy Rd.
Apple Valley, CA 92307
760-490-0083*

*Adelanto Campus
17960 Adelanto Road
Adelanto, CA. 92301
760-530-6168*

Program Description

Non-Public Special Education Schools

Bright Futures Academy is year-round, non-public schools serving a wide variety of students with special needs. The schools incorporate intensive behavioral services, individualized educational plans, and designated instructional services as indicated on the student's individual education plan. Our curriculum and programs are researched-based and data driven. Additionally, the school programs are fully in compliance with best practices standards established by the California Department of Education and our local school districts. Our positive behavior management system is based upon the Boys Town Specialized Classroom model. Our commitment to careful, data-based monitoring of each student's progress toward individualized behavioral and academic goals helps us maximize each student's potential to learn & develop, as well as facilitate eventual transition back to public school.

Our Services

- School-wide and classroom specific positive behavior management systems
- Functional Behavioral Assessments and Behavior Support and Intervention Plans designed by Board Certified Behavior Analysts
- Individualized Educational Programs that meets California State Standards
- Designated Instructional Services as indicated on the Individual Education Plan, e.g., Speech and Language, Adaptive Physical Education, Occupational Therapy, and Counseling
- Non Public Agency Services which include center based and home based intensive early intervention autism services
- Classrooms in public school settings as an intermediary step for students returning to public school
- Inclusion services for students with autism
- Parent Counseling and Training
- Transition Education and Career Development
- Full range of counseling services as indicated in IEP
- Sports Program
- Transportation Services

Additional Information

Our students are referred to Bright Futures Academy by contracting school districts and SELPA's located in the surrounding counties. The student's Individualized Education Plan (IEP) must identify the student is in need of special education services. An interview with the student and parents/guardian is required prior to admission. Bright Futures Academy is a "restrictive environment", not an open campus, and the students are supervised at all times.

Our Mission:

Building Who You Will Become

Our mission is to teach students the academic and social skills they need to succeed to the best of their potential in a variety of settings. Our programs are based on positive behavior management systems to promote dignity and mutual respect.

The Goals of Bright Futures Academy is to:

- Develop and implement an individual educational and behavior program for each student with measurable and realistic goals
- Help all students develop effective learning skills in order to successfully complete their formal education
- Maintain a stable school environment where every student is safe and secure
- Help every student develop the social skills and behaviors necessary to be successful at school, at home, and in the community

Bright Futures Academy Student Pledge, Parent Pledge & Staff Pledge

As a Bright Futures Academy student, I am responsible to:

- Believe I can learn
- Respect the school staff, students and visitors
- Be in each class on time and attend every class daily
- Arrive at school with appropriate materials and ready to work
- Get adequate sleep and proper nutrition
- Review information regarding my academic progress
- Complete all learning tasks and assignments
- Study and complete homework which sometimes limits television and other forms of electronic entertainment
- Follow school rules on conduct
- Dress appropriately by following the school dress code
- Leave personal belongings such as cell phones, iPods, MP3 players, CDs, and DVDs, at home

As a Bright Futures Academy parent, I am responsible to:

- Believe my child can learn
- Support my child by ensuring he/she attends school daily and arrives on time, or is ready on time for pick up
- Be at home, or have appropriate supervision available when my child is dropped off from school
- Ensure my student gets adequate sleep, proper nutrition, and regular medical attention
- Seek information regarding my son/daughter's academic progress by conferring with teachers, reviewing progress reports and other communication about behavior and academic progress

- Participate at school activities such as parent meetings, IEP meetings, volunteering for school activities, and attending parent/teacher conferences
- Provide a quiet time and place for my student to study and complete homework. This includes monitoring and limit television and other forms of electronic entertainment
- Support the school's rules on conduct, dress code, and cell phone (see Discipline and School Rules)
- Respect the school staff, students and other families

As a BRIGHT FUTURES ACADEMY staff, we are responsible to:

- Believe all students can learn
- Actively participate in all school activities
- Use a variety of methods and tools to teach
- Provide clear behavioral and academic expectations to students
- Encourage daily attendance at school
- Consistently support and enforce school rules and policies
- Respect students through actions and words
- Keep the classroom, school office, and school grounds clean and safe
- Support a quiet classroom by turning off my cell phone during work hours
- Give timely and accurate feedback on student class work
- Maintain open supportive communication with the student's home

Student Rights and Responsibilities

Attendance

Regular and prompt attendance is essential for success in school. If you miss school because of illness, doctor appointment, or emergency, you must have a note signed and dated by your parent or guardian, explaining the reason for your absence, or your parent/guardian should call the office before 9:00 AM on the day you are absent.

Attendance Supervision

Pursuant to EC 48200, every child from the ages of 6 to 18 is required to attend school regularly in order to make a successful transition to the next grade level and to graduate with a high school diploma. All enrolled students, regardless of ages, will be held to the same school attendance rules. Bright Futures Academy recognizes that a vigilant supervision of attendance to improve attendance rates and graduation rates and to reduce truancy and dropout rates is vital to the learning and achievement of children on the margins of the educational system. Improving student's attendance and reducing the dropout rate is a Bright Futures Academy priority.

Because the supervision of attendance is an essential component of an effective school attendance program, the Principal will designate an employee to oversee attendance. The supervisor of attendance will be responsible for managing an attendance program that reaches every student, is conducted in

collaboration with local resources, uses truancy and dropout data to modify interventions, and shares outcomes with the local public school and all SARB representatives.

Limiting Excused Absences and Eliminating Unexcused Absences

The supervisor of attendance must ensure that the attendance program limits excused absences and decreases unexcused absences. EC 48205 enumerates the reasons for excused absences. The Principal or designee may require verification by a school official or physician if absences for health reasons appear excessive and may require prior notice from the parents for absences excused for justifiable personal reasons, such as non-emergency appointments, or permitted religious instruction or retreats. (ED 46104, 48205)

Students who are 18 years of age and older or who are emancipated may provide their own excuses for absences, and the Principal or supervisor of attendance may require verification from a physician or designated school official when necessary. (EC 46102)

Absences

Students must bring in an absence note to the office prior to readmission to class, or parents may phone the office the day of the absence instead of sending a note. Excessive absences may be referred to the referring school district's School Attendance and Review Board (SARB). Any consecutive absence of three or more days must be reported to the district.

Absence Verification

- 1) The Education Code still requires parents to communicate with the school by phone or notes as to the reason for a student's absence. The following are considered excused or acceptable absences for the purpose of Compulsory Attendance Laws:
 - a) Illness or quarantine
 - b) Medical, dental, optometric or chiropractic appointments
 - c) Jury duty
 - d) Funeral services for one's immediate family (one day if services are in California and three days if services are held out of state)
 - e) Exclusion from school for immunization needs for up to five days
 - f) Appearance in court
 - g) Observance of a holiday or ceremony for religious reasons
 - h) Conference in regard to employment
 - i) Conference with a lawyer
 - j) Interview for a community college or university
 - k) Approved extra-curricular activities
 - l) Extenuating circumstances

- 2) Process for absence verification – Notes, signed by a Parent/Guardian (or other responsible adult), and should be obtained whenever possible. Phone calls may be accepted and logged. Other sources of information may be used if they are satisfactory to the person making the verification. Statements of other students or the statement of the student him/herself are not acceptable except if the student is 18 years old or older.
- 3) Verification of the absence may be made by any of the following persons:
 - Administrative Assistant
 - Principal
 - Teacher
 - Any other qualified employee of Bright Futures Academy assigned to make such verification

Verification shall be made in accordance with any reasonable method, which established the reason for the absence. These notes or verifications will be retained at the school site for five years.

Early Dismissal

If a student needs to be taken out of class early for doctor, dental, or other appointments, please send a note with the student that morning stating the time and reason you will be taking him/her out of class. In order to receive credit for attendance, a student must be present for at least three hours of instruction, excluding lunch.

Office Procedures

Parents or caregivers who want to pick up their child early or attend a meeting at Bright Futures Academy, must check in with the Main Office, for the protection of our students and your son/daughter, anyone coming into the building to pick up a student must first sign in at the front office of the school site and show identification. Please use this same procedure if a student is to be picked up rather than ride the van for any reason. We will not release a student to anyone other than the parents/care providers unless you have indicated otherwise *in writing*. Only persons authorized in writing by the parents/care providers/ guardians will be permitted to pick up students from school.

Tardy Policy

Students are expected to arrive to school on time. If a student is late to school, he/she must report to the office before reporting to class. Students are expected to be in class and in their assigned seat at the start of school. Students should be accompanied by a parent/guardian or have a note. Excessive tardiness will result in an emergency IEP meeting to discuss attendance.

Illness and Medication

If you become ill during the day, your teacher will contact the office. Your parent will be contacted by the office staff if necessary. Students are not to call their parents from a classroom or cell phone.

I. PARENTAL RIGHTS & RESPONSIBILITIES

Parent(s)/Guardian(s) can obtain a copy of their rights and procedural safeguards consistent with the provision of the Individuals with Disabilities Education Act and California Education Code 56301(d)(2) by contacting their home school district or the home school district's web site.

Illness

Students showing symptoms of having a communicable disease should not attend school. (See Bright Futures Academy Student Illness Policy). In fairness to your child and other children, please keep a sick child home.

Please notify the school if you are not going to send your child to school and give the specific reason, (e.g., cold, doctor's appointment, etc.) If possible, notify the school prior to the day your child will miss school.

Medication at School

In those instances when it is necessary for a student to receive medication at school, the following procedure must be followed:

- a. Provide the school with a written authorization form from the physician (Consent form available from your school)
- b. Parent must provide written permission for school staff to dispense medication (Consent form available from your school)
- c. The most current prescription must be brought to school in the "original" prescription bottle. The prescription bottle must be clearly marked with:
 - Doctor's name
 - Child's name
 - Name of medication
 - Dosage
 - How and when to give
 - Date of the most current prescription
- d. Only the number of pills to be given at school should be sent in the original prescription bottle. In certain circumstances, it may be necessary to contact the doctor who prescribed the medication
- e. Signed consent for Bright Futures Academy staff to provide medication to your son/daughter is valid for one year from the date they are signed
- f. Provide the school with a written authorization form from the physician (Consent form available from your school)

Over-the-counter drugs to be given at school must also meet the above requirements.

Emergency Contact Information

An emergency fact sheet and demographic sheet must be completed and updated annually. The parent or care provider must complete these forms. These forms request the phone numbers of each parent's employer and the name and phone number of persons to contact if parents cannot be reached. Also, the form requests a physician name and phone number and other vital information you think we should be aware of. Help us keep this information current by notifying us of new names or numbers throughout the year.

You, as the parent or legal guardian are responsible for providing this emergency information to the school, as well as informing us of any changes. In the event of a real medical emergency, the school will contact you first. If you cannot be reached, we will begin calling those designated as alternatives on the emergency fact sheet. However, if none of these emergency numbers are successful, it may be necessary to call 911.

Bright Futures Academy Medical Emergency Authorization will expressly and directly authorize Bright Futures Academy to do the following:

- To make any and all decisions and execute any and all documentation with respect to the health care of the student, including but not limited to, giving informed consent to any hospital and/or practitioner concerning the care and well being of the student named on the authorization form, in good faith, based on medical advise, that in the case of an emergency in which immediate care is required. It is understood that such an emergency case may come about during the student's participation in vocational training being supervised and directed under the auspices of Bright Futures Academy
- Bright Futures Academy will be held harmless from any said charges, billings, costs and/or any other forms of cost with respect to the immediate care given to the student

Change of Address

Please inform the *school office* if you have a change of address or phone number. This is most important so the school can notify parents of school activities and/or emergency situations. Parents must notify Bright Futures Academy immediately and the new school district within 24 hours of a move.

Parent Night

Bright Futures Academy holds regular parent nights where parents and care providers are invited to come to the school for an evening. The school calendar has specific dates and times when parent nights are held. The parent night programs feature informative presentations on a wide range of topics relating to parenting, behavior and education. We strive to offer a comfortable social setting and to provide a forum for questions and answers. For those parents who like to bring their children, Bright Futures Academy provides supervision and entertainment for the youngsters in a nearby classroom. As an added benefit, a snack is always provided for attendees.

II. EDUCATIONAL PROGRAM

Assessment

Bright Futures Academy recognize that Special Education students cannot be served adequately without frequent, and thorough assessment to determine eligibility, levels of functioning in all designated or suspected areas of concern, and appropriate educational planning. Assessment begins with the Referral, the Intake, and the initial IEP meeting. Both formal and informal assessments are used to track student progress and set academic and behavioral goals.

Bright Futures Academy student assessments are conducted by an experienced Multi-Disciplinary Team of onsite professionals. This team may include the Credentialed Teacher, Behavior Education Coordinator, General Education Teachers, Certified Behavior Analyst, and licensed DIS Personnel. If appropriate, this team would include special staff knowledgeable and understanding of cultural and ethnic issues.

Bright Futures Academy assessment process includes safeguards to prevent inappropriate or unethical use of assessment data. No single assessment procedure, instrument or observation may serve as the sole criterion for determining or altering a student's educational program. Students at Bright Futures Academy are assessed for needs and levels of functioning or performance in several areas: Academic, Behavioral, Psychological, Speech and Language, Social, Developmental, Community/Adult Living, and Motor Skills.

Testing for Proficiency

Students in grades 2-11 will participate in the CAASPP, PH, CST, CMA, CAA, CAPA, CELDT tests. Students who begin high school in 9th grade will need to take and pass the High School Exit exam in order to obtain a high school diploma.

High School Exit Examination

Each pupil completing 12th grade will be required as a condition of graduation to successfully pass the high school exit examination mandated by state law. Students may take the exit examination prior to reaching the 12th grade; testing is to be discussed at each student's annual IEP meeting. In order to pass the exit examination, a student will be required to demonstrate mastery of statewide academically rigorous content standards in language arts and mathematics. A pupil who fails to pass all parts of the examination by the completion of 12th grade may not receive a diploma from their school district.

CAHSEE and Special Education

Eligible students may graduate without passing the California High School Exit Examination (CAHSEE). Eligible students have an Individualized Education Plan (IEP) that indicates that the student has satisfied or will satisfy all other state and local requirements to receive a high school diploma, except for passing the CAHSEE test.

Confidentiality and Privacy Practices

California Law requires that most information disclosed by a student to any member facilitating the above services be maintained confidentially to protect the students' rights. This includes protecting a student's records from outside agencies or professionals. If there is a need to have detailed records released to another agency or professional (i.e., psychologist, psychiatrist, or therapist), you will be given a document to sign to request such information.

Assessment results, counseling statements, and brief updates of students' performances (including academic, therapy and behavioral progress) may be provided to district program specialists, district psychologists, and residing county Mental Health Caseworkers for purposes of collaboration and consultation.

In few specific circumstances, information disclosed by a student or parent requires the contact of applicable officials to prevent harm. These situations include:

- If there is reasonable suspicion of child abuse or elder physical abuse
- If there is reasonable suspicion the student may present a danger of violence to others
- If there is reasonable suspicion that the student is likely to harm his/her self
- If there is reasonable suspicion of abuse of an individual with an inability to care for their basic functioning
- In accordance with court order requesting treatment records

Educational Plans

Bright Futures Academy is able to provide individualized educational plans that are specifically designed for each student by maintaining small and average classroom size of 12 to 14 students with highly trained staff. At the intake IEP, the current academic and behavior levels of the student are assessed. In addition to using the measures previously mentioned, the parent or care provider and the student's assigned school district are consulted to identify current goals, objectives and other areas of focus for the initial educational plan.

Based on the grade level, ability and interests, and guided by the IEPs current goals and objectives the teacher implements the appropriate curriculum for each student. Each teacher writes and implements both lesson plans and data collection sheets for individual students. The individual strengths, learning styles, and needs are also taken into account in developing Individual Educational Plans. Each student is evaluated regarding these factors and provided with curriculum that is best suited for their abilities and impairments.

Educational plans are continuously monitored, updated and modified if necessary. These changes are based on frequent multi-disciplinary assessment; staff, parent, and district input, and IEP team suggestions.

Progress Reports/Report Cards

Progress reports and/or Report Cards are issued to each student in alignment with their home district. Progress reports are issued quarterly. Report Cards are issued at the end of both semesters and at the end of the summer session. Progress Reports and Report Cards are issued on forms developed by Bright Futures Academy in cooperation with school district representatives. Additionally, progress on current IEP goals and objectives are issued with Progress Reports and/or Report Cards during the fall and spring.

Progress Reports and Report Cards are given or mailed to:

- Student
- Parent – Care Provider
- School District
- Involved Agencies (cleared by a release)

Parents and care providers are regularly informed of their student's progress. The parent or care provider is given an assessment of the student's academic and behavioral progress at school. The teacher also informs the parent or care provider what strategies are being used to help the student develop better academic and behavioral skills.

Community Based Instruction (CBI)

Community Based Instruction is a method for teaching skills outside the classroom setting. Teachers design community based lesson plans so that students can expand, generalize or learn functional skills in a more typical environment. Participation in Community Based Instruction is based upon the student IEP, student behavior, age, and rate of skill acquisition. Each student will receive an individual permission slip which allows them to participate in all regular scheduled annual CBI events. Outings may include trips to local stores, libraries, laundry mat, riding public transportation, job sites, local community colleges, and other educational sites. Although Community Based Instruction is encouraged and supported, participation may be limited on a trip-by-trip basis if the student has engaged in unsafe behavior prior to the outing.

Our Staff

- **Principal**
- **Office Personnel**
- **Certified Behavior Analyst**
- **Behavior Specialists/Behavior Assistant**
Facilitate the IEP process and provide behavioral services to students
- **Designated Instruction Personnel**
Licensed personnel that provide Occupational Therapy, Speech and Language Services, and Counseling Sessions
- **Teachers**

All classrooms are staffed by a Credentialed Teacher as defined by California Department of Education. This person is your **primary contact** at Bright Futures Academy. Please communicate regularly with your teacher

- **Teaching Assistants**
Each classroom is staffed with one credentialed teaching assistant especially trained to provide behavioral and instructional assistance to the students and teacher
- **One-on-One Instructional Aides**
Student 1:1 supervision is provided with an Instructional Aide when authorized by the referring district

III. BEHAVIOR PROGRAM

Bright Futures Academy Behavior Program:

Bright Futures Academy implements a positive behavior management system throughout each classroom. Bright Futures Academy staff is trained in the principles of Applied Behavior Analysis. Behavior change occurs because of positive reinforcement, shaping, prompting and correction of errors. Initially, teachers use high rates of positive reinforcement to shape new and emerging behaviors. Each classroom has individualized token economies designed for the age and cognitive abilities of the students in the classroom. Our goal is to catch students doing things right and reward them with praise and privileges. We offer many incentives for good behavior. Each classroom tracks and gives regular feedback to students about their behavior throughout the day. Students receive points which they may use to *purchase* privileges. Students are continuously encouraged to make positive choices.

Behavior change is also based on the premise that inappropriate behavior serves a function and or fulfills a need. Often the student lacks the appropriate social skills to get their needs met. Therefore, an emphasis is placed on teaching social and communication skills so that students can get still get their needs met. At Bright Futures Academy we implement the **Boys Town Specialized Classroom Management** system.

Boys Town is a positive behavior management system based upon more than twenty years of research. It is especially designed for students with emotional disturbance and educationally challenged students. Boys Town has:

1. A sound theoretical foundation and understanding of the needs of the students
2. Effective classroom and life management skills - a structured program operating throughout the student's day that does not rely on "shoot from the hip" interactions when things are difficult for the student
3. Strong positive teacher-student and peer relationships
4. Instructional methods that motivate the student - if the student does not have access to learning the basic academic skills and the motivation to learn those skills, they will not survive as independent adults
5. Organization and group management techniques that maximize students "on-task" behaviors
6. Problem-solving and behavior management techniques that empower students to assume responsibility for managing their own behavior

The Specialized Classroom Management system emphasizes 16 basic social skills which are systematically taught each day. Some of the basic skills include *greeting others, getting the teachers attention, accepting no, disagreeing appropriately, following directions and asking for help*. The Boys town model has a positive and an innovating approach to positive and effective intervention for trouble students, resulting in reducing discipline problems while teaching vital life skills in a positive school environment.

In addition to the social skills, all classrooms have posted classroom rules to provide clear and consistent expectation. Each teacher individualizes the rules for his/her class. The basic behavior rules are:

- **Be Safe** – Keep your hands and feet to yourself; give others appropriate personal space; do not damage or destroy property, do not engage in any behavior that has a significant chance of hurting yourself or others; do not hit, kick, or fight, do not throw objects
- **Be Respectful** – Treat others as you would like to be treated; use appropriate language (no cussing); do not tease, provoke, or antagonize others; do not criticize or make fun of others
- **Be Responsible** – Follow staff directions at all times; complete work carefully; behave appropriately even when not specifically asked to do so; ask for permission to leave class; attend school regularly

Behavior Support, Behavior Intervention Plans and Hughes Law Regulations

Sometimes students need a more individualized or specialized behavior management plan. Before a plan can be implemented, parental consent must be obtained for behavioral assessment. Depending upon the severity of the behavior either a Positive Behavior Interventions (PBI) or a Positive Behavior Intervention Plan (PBIP) will be developed. The goal of behavioral intervention is to replace maladaptive behaviors with alternative acceptable behaviors and instill in the student a greater level of independence and self control. This plan describes what and how positive behaviors will be taught to replace inappropriate behaviors. Behavior Plans are developed and/or reviewed by Board Certified Behavior Analyst (BCBA). The IEP team (parent, school district, behavior education coordinator, teacher, and others) meet to discuss the plan and finalize the strategies that will be used. The behavior plan becomes a part of the student's IEP.

At Bright Futures Academy, our goals is to catch students doing things right and reward them with praise and privileges. We offer many incentives for good behavior. While we emphasize the positive, we are aware that it is important to have consequences for violations of the school rules. Throughout life there are always consequences to violating rules and laws. At Bright Futures Academy, failure to earn some of the rewards and privileges outlined above is often a consequence for infractions of school rules. Thus, whenever students engage in unsafe behaviors they temporarily lose the opportunity to earn these rewards.

It is the policy of Bright Futures Academy to assure that students under our supervision are afforded all of the rights and protections as outlined in the I.D.E.A and C.D.E.

This amendment to the Education Code mandates that all students with serious and pervasive behavior problems are entitled to teaching strategies which:

1. Result in lasting positive changes
2. Provide greater access to community, social, and public events
3. Do not cause pain or trauma
4. Respect the dignity and privacy of the individual

Each student who has challenging behaviors that interfere with learning will have a behavior plan to address the problem behaviors that specifically state what replacement behaviors are to be learned. The goal is for students to learn the replacement behaviors and use them instead of the problematic behaviors. The behavior plan is presented or updated at each annual IEP meeting.

When problematic behaviors occur the student's behavior plan is to be implemented. If a new behavior, one that is not addressed by the present behavior plan occurs, then the classroom staff will do the best they can to utilize positive intervention strategies, redirection techniques, calming strategies, etc. A plan may need to be revised as new behaviors develop and continue to occur.

Despite many positive interventions, we still have students that may occasionally engage in unsafe behaviors, e.g., fighting elopement, assault, etc. Once the strategies from a student's behavior plan have been implemented if a challenging behavior continues an emergency intervention may be needed (Ed Code 56523.) As a last resort, in order to maintain a safe learning environment a physical restraint may be used. All of our staff receives Professional Assault Crisis Training (Pro-ACT) to ensure that any physical management procedure poses as little risk of injury as possible. If a Pro-ACT procedure cannot be implemented or is not successful in re-establishing a safe situation, then school administrators may call 911 to protect both staff and students. Any violation of probation restrictions that occur at school may also result in consequences administered by the legal system. Additionally, chronic or extremely unsafe behavior may result in a suspension from school (Ed Code 48900(a)).

Incident Reports

An incident report (IR) is a written documentation of significant and/or unusual incidents including, but not limited to the following:

- a. Incidents which result in any physical contact used to prevent aggravated assault by a student or are considered a Behavior Emergency Report
- b. Incident resulting in injury or significant property damage of any kind
- c. Whenever students elope or are missing from campus
- d. Suspected abuse or neglect

Incident Reports provide the detailed information needed to formulate and/or modify behavior management with supervised strategies to prevent future occurrences. IR's documenting Behavior Emergencies are sent to the district within 24 hours. A copy of the IR is also mailed to the

parent/guardian. All parents/guardians and caregivers are notified of incidents and will be given a written copy *upon request*.

Counseling Services

Formal counseling services are provided to students with IEP's designating this service. Counseling services may be provided in either a group or individual format. Other students are provided with crisis teaching, behavioral support, and social skills training by classroom staff, Behavior and Education Coordinators and their assistants. Both formal and informal counseling includes interpersonal relationship skills, social skills, and will focus on themes including anger management, empathy training, impulse control, and problem solving.

IV. DISCIPLINE & SCHOOL RULES

Student Discipline

Bright Futures Academy is committed to the goal of a positive, effective and orderly process of instruction. School administrators, teachers, parents, support personnel and students assume their share of the responsibility for the attainment of this goal. The parent/care provider is the child's first teacher and remains the most important teacher throughout the formative years.

It must be recognized from the outset that schools and parents should be active partners in preparing students for their role in our society.

Suspension Policy

Bright Futures Academy firmly believes that students are best served when they are attending school and actively involved in class. For this reason, Bright Futures Academy puts forward a great deal of effort to ensure that students are provided with a safe and engaging school environment. There are occasions, however, when a student engages in a behavior that is unsafe to such a degree that the student may be suspended from Bright Futures Academy. All decisions to suspend students are approved by the principal and Regional Exit Team. A student may be suspended for any of the following acts:

1. Cause, attempt to cause, or threaten to cause physical injury to another person or willfully use force or violence upon another person, except in self-defense. (Education Code 48900(a))
2. Possess, sell or otherwise furnish any firearm, knife, explosive, or other dangerous object unless in the case of possession of any object of this type, the student has obtained written permission to possess the item from a certified school employee, with the principal or the principal's designee's prior knowledge and agreement (Education Code 48900(b))
3. Unlawfully possess, use, sell or otherwise furnish or be under the influence of any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage, or intoxicant of any kind (Education Code c))
4. Offer, arrange or negotiate to sell any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage or intoxicant of any kind, and then sell, deliver

- or otherwise furnish to any person another liquid, substance, or material and represent same as controlled substance, alcoholic beverage, or intoxicant (Education Code 48900 (d))
5. Commit to attempt to commit robbery or extortion (Education Code 48900 (e))
 6. Cause or attempt to cause damage to school property or private property including destruction of vans, computers and classroom furniture. (Education Code 48900 (f)) This is a zero tolerance policy and will result in immediate suspension.
 7. Steal or attempt to steal school property or private property (Education Code 48900 (g))
 8. Possess or use tobacco, or any products containing tobacco or nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this does not prohibit the use of possession by a pupil of his or her own prescription products (Education Code 48900 (h))
 9. Commit an obscene act or engage in habitual profanity or vulgarity (Education Code 48900 (i))
 10. Unlawfully possess or unlawfully offer, arrange or negotiate to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code (Education Code 48900 (j))
 11. Disrupt school activities or otherwise willfully defy the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties (Education Code 48900 (k))
 12. Knowingly receive stolen school property or private property (Education Code 48900(l))
 13. Possession of a replica of a firearm that is so substantially similar in physical properties to an existing firearm so as to lead a reasonable person to conclude that the replica is the firearm (Education Code 48900 (m))
 14. Commit or attempt to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a 389 of the Penal Code or commit a sexual battery as defined in Section 243.4 of the Penal Code (education Code 48900 (n))
 15. Harass, threaten, or intimidate a pupil who is a complaining witness in a school disciplinary proceeding for the purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both

In most cases, a student will be considered for suspension only for behaviors that occur while the student is at Bright Futures Academy, riding to school on the school van or attending an off-campus school activity such as a field trip. If a student engages in a particularly severe behavior while on another school campus, the principal or the principal's designee may decide to suspend the student if they believe the student's behavior is so severe that it represents a threat to the safety and security of the Bright Futures Academy campus (Education Code 48900 (q)).

If a student is being considered for suspension as a result of engaging in a behavior that may be a violation of the law, prior to the suspension the principal or the principal's designee will notify the appropriate city or county law enforcement authorities, and the Regional Exit Team. Behaviors that might result in the law enforcement authorities being contacted would include assault (Penal Code 245), possession of weapons or firearms (Penal Code 626.9 and 626.10), and possession of narcotics or controlled substances (Education Code 48902).

When the principal or any other Bright Futures Academy official releases a student to a peace officer in order to remove the student from the school grounds, the principal or school official will take immediate steps to notify the student's parent/guardian or responsible relative regarding the student's release and the place to which the student was reportedly taken. This notification will not be made, however, when the student is a victim of child abuse, in which case the school or district is required to provide the parent's/guardian's address and telephone number to the officer (Education Code 48906).

If a student is suspended by Bright Futures Academy, all of the policies and procedures regarding suspension/expulsion of the placing school apply. This includes time lines for meeting with students, parents and school district representatives regarding the behavioral problems that lead to the suspension, completion of required district paperwork, and consultation with the school district representatives regarding the implementation of the Bright Futures Academy suspension. Parents who express an interest in obtaining more detailed information regarding the suspension/expulsion policy of their placing district will be assisted by Bright Futures Academy personnel in obtaining pertinent information from the placing school district.

Bright Futures Academy suspension policy is to be reviewed with the parents of potential students during the intake process. Parents will also be provided a copy of Bright Futures Academy Suspension Policy and be asked to sign a receipt stating they, the potential student, and a Bright Futures Academy representative reviewed the policy. The receipt will then be with the student's enrollment packet.

Sexual Harassment

Bright Futures Academy is committed to providing a learning environment that is free of discrimination. In keeping with commitment, Bright Futures Academy maintains a strict policy that prohibits unlawful harassment, including sexual harassment.

Bright Futures Academy has zero tolerance for any form of sexual harassment in the schools. As described in the California Education Code 48900.2, action will be taken against any employee or student who engages in unlawful sexual harassment.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure students that they need not endure any form of sexual harassment.

Definition of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature.

Forms of Sexual Harassment

Sexual harassment may occur as a pattern of degrading sexual speech or action ranging from verbal or physical annoyances or distractions to deliberate intimidation and frank threats or sexual demands. Forms of sexual harassment include, but are not limited to the following:

- a. Verbal Harassment – Spreading of sexual rumors, derogatory comments, jokes, slurs, graphic verbal commentaries about an individual’s body/dress or sexually degrading words used to describe an individual
- b. Physical Harassment – Unnecessary or offensive touching or impeding or blocking movement
- c. Visual Harassment – Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures, suggestive or obscene letters, objects, notices or invitations
- d. Sexual Favors-Unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature, or which unreasonably interferes with a student’s classroom performance, or creates an offensive classroom or related school environment
- e. Reprisals-making threatening reprisals after a negative response to sexual advance

Consequences for Engaging in Sexual Harassment

The principal with assistance from clinical personnel, administrative personnel, and the teacher shall determine the appropriate course of action for a student who engages in sexual harassment toward others.

Complaint Procedures

Any student who feels that he/she is being harassed should immediately contact the Principal or designee at his/her school. If a situation involving sexual harassment occurs, a complaint can be filed. The Principal or designee shall determine which procedure is appropriate.

The District prohibits retaliatory behavior against any complaint or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Reporting Procedure

Students who feel they have been sexually harassed by an adult or a student should report the harassment to an adult who will help file a written complaint with the school Principal.

Dress Code Policy

It is the mission of Bright Futures Academy to provide every student with an educational program that meets his or her individual needs. Bright Futures Academy recognizes that, within certain limits, each student’s mode of dress and grooming is a manifestation of personal style and individual preference. As educators, we also recognize there is a direct correlation between student dress and student behavior. Students will be expected to observe modes of dress, styles of hair, and personal grooming, which support the learning environment.

The purpose of this dress code is to assure that consistency and interpretation is implemented school-wide, thus providing equitable treatment for all students. Students are expected to dress in a manner that is supportive of a positive learning environment that is free of distractions and disruptions.

- Present a hazard to the health and safety of the student or others in the school
- Materially interfere with schoolwork, create disorder, or disrupt the educational program
- Prevent the students from achieving his/her educational objectives

Inappropriate dress is defined as any attire that causes a distraction or a safety concern on campus. Shoes must be worn for safety. Some examples of inappropriate dress are the following:

- Garments where the torso is exposed
- Strapless tube tops
- Vest without shirts, tank tops
- Short shorts or skirts (not more than 6 inches above the knee)
- Clothing or accessories that have obscene or other inappropriate words or pictures, swear words, sexually suggestive statements or display-prohibited substances
- Hats or other hair covering or hair curlers worn in the school building
- Gang affiliated or related clothing and paraphernalia
- See-through blouses, shirts or low cut dresses
- Sunglasses in class unless prescribed by a physician for medical reasons
- Pants that ride below the hips and/or exposure of undergarments
- Gum chewing
- Facial jewelry to include nose, lip rings, or eyebrows jewelry

Please note that at each school facility, the Principal may establish additional dress regulations (especially to accommodate new “fashion trends”).

Any student wearing or carrying satanic, tobacco, alcohol, and other drug related clothing or symbols should be referred to the Principal or designee. The Principal or designee will ask the student to make the appropriate corrections. If the student refuses, the student’s parent/guardian shall be contacted, and the student shall be sent home to change clothes or will be instructed in another room without peers until a replacement article of clothing is worn.

Student’s and Parent/Guardian’s Responsibilities

1. Be aware of what clothing is considered appropriate and inappropriate
2. Abide by the school's dress policy

Implementation of Searches and Seizures

The following guidelines should be observed by all authorized Bright Futures Academy personnel conducting or involved in searches or seizures in connection with any situation in which Bright Futures Academy is authorized to conduct searches and seizures.

Basis for Personal Searches

1. Fourth Amendment: Prohibition against *unreasonable* search and seizures without **probable cause**
2. Public School/Nonpublic School Administrators work under a lesser standard called **reasonable suspicion**
3. No personal search should be conducted except upon a reasonable, individualized suspicion by the school Principal or staff member that the student is in possession of contraband in violation of state or federal law or of Bright Futures Academy policy. Such reasonable, individualized suspicion shall be reported to the Principal for further action
 - A reasonable, individualized suspicion is one based upon objective, observable facts. Examples: (1) Observation that a student had a small plastic bag in his hand, and when the student saw the staff member approaching he hurriedly stuffed the bag down the front of his pants; (2) Observation that; student's gait was impaired, speech slurred, etc.
 - When possible, the observations upon which a Principal or staff member bases a reasonable, individualized suspicion should be confirmed by another administrator or staff member
 - Before initiating a personal search, the Principal or staff member should explain the basis of his or her suspicion to the suspected person and give the person an opportunity to explain the observed behavior upon which the administrator or staff member bases his or her suspicion. A referral for a search is appropriate if the student fails to provide a satisfactory explanation
 - If the student refuses to comply with the search when there is a reasonable cause, the local police will be contacted to search the student. **Bright Futures Academy does not conduct the search unless the student agrees**
4. In no instance should any school personnel resort to any type of physical constraint, force, or threat, and no one should be physically compelled to submit to a search

If at any point in the search, the student refuses to cooperate with the search, the searcher should explain that such refusal might be a basis for discipline, which could include suspension and expulsion. If the student continues to refuse to cooperate, he or she should be referred to the Principal. Any student so referred may be subject to immediate, short-term suspension and to further action pursuant to the terms of Bright Futures Academy policies and the regulations of the California Department of Education.

Policy on Gang Activity

Bright Futures Academy recognizes that the harm done by the presence and activities of gangs in the schools exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activities also create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. It is therefore Bright Futures Academy policy that gangs and gang activities are prohibited on Bright Futures Academy grounds according to the following:

Definition – For the purposes of this policy a “gang” is defined as any group of two or more persons whose purposes include the commission of illegal acts or acts in violation of disciplinary rules of Bright Futures Academy.

V. PROHIBITIONS

No student on or around school property or at any school activity shall:

1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other items that evidence or reflect membership in, or affiliation with any gang
2. Engage in any act, either verbal or nonverbal, including gestures or handshakes, showing membership or affiliation in any gang
3. Engage in any act in furtherance of the interests or any gang or gang activity, including, but not limited to:
 - Wearing certain known gang-colored clothing (all reds or all blues), do-rags, chains on pants pockets
 - Soliciting membership in or affiliation with, any gang
 - Soliciting any person to pay for “protection”, or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act
 - Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on Bright Futures Academy property
 - Soliciting any person to engage in physical violence against any other person
 - Engaging in violence, extortion, or any other illegal act or other violation of Bright Futures Academy Policy
 - Exposure of any gang-related tattoos, gang-related skin branding, or other gang or member affiliated drawings or carvings on a student’s skin

Policy on Controlled Substance

In accordance with California Department of Education Regulation 51260, Bright Futures Academy prohibits students from using, possessing, distributing, or being under the influence of alcohol and other drugs, and from possessing, using or distributing drug paraphernalia, while on school property or at school-sponsored activities. Student use or possession of tobacco on Bright Futures Academy property is also prohibited.

DEFINITIONS -The terms used in this policy are defined as follows:

- **ALCOHOL** - Any liquor, wine, beer, or other beverage containing alcohol
- **DISTRIBUTION** - Selling, passing on, or giving away any controlled substance
- **DRUGS** - Any drug, including illegal drugs, legal prescription, over-the-counter drugs, marijuana or inhalants that are used, possessed or distributed for unauthorized purposes, including counterfeit (look-alike) substances

- **DRUG PARAPHERNALIA** - Equipment or apparatus designed for the purpose of measuring, packaging, distributing, or facilitating the use of drugs
- **SUBSTANCE USE AND ABUSE** - The use of alcohol and other drugs are in violation of state or federal laws, or in violation of Bright Futures Academy policy
- **TOBACCO** - Any product containing tobacco, which can be smoked or used in, non-smoking form, i.e., "snuff", chewing tobacco, etc.
- **CLOTHING** - Hats, jewelry, slogans or clothing displaying or representing drugs, alcohol, and tobacco products

Enforcement of Policy

Bright Futures Academy reserves the right to search a student's person, personal effects, and vehicle in enforcing this policy and when there is reasonable cause as per Bright Futures Academy search and seizure policy.

Student Policy Regarding Weapons in School

It is the mission of Bright Futures Academy to provide every student with an educational program, which meets his or her individual needs. It is the intent of this policy to follow the educational laws and procedures as provided by the Educational Code of California, and to provide every child a Free and Appropriate Education (FAPE), as mandated by Federal law. Bright Futures Academy recognizes that the presence of weapons in school not only creates unacceptable risk of injury or death, but also creates a climate that undermines the educational purposes of the agency.

It is the policy of Bright Futures Academy - that no student shall bring a weapon onto school property, nor carry or keep any weapon on school property or while attending or participating in any school activity, including transportation to and from such activity.

Definition - For purposes of this policy, a weapon is:

- Any firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use
- OR**
- Any "look alike" object that resembles an object that has a potentially violent use as per Education Code Section 48900
- AND**
- If, under the surrounding circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon

Violations

Any student found to be in violation of this policy shall be subject to discipline, including the progressive discipline steps outlined in the Student Suspension/ Exit Procedures.

Probationary System

If your child has involvement with the California Youth Authority and/or the criminal justice system, and has a probation officer assigned, Bright Futures Academy will request that the parent or care provider provide Bright Futures Academy with any copies of court reports, juvenile hall records (i.e., incident reports, grades, transcripts, etc.) and citations.

The purpose for Bright Futures Academy to obtain and review these reports is to adequately design an educational and behavioral program that would meet your child's needs. It is also Bright Futures Academy intent to maintain the safety of your child, as well as the safety of Bright Futures Academy staff and students.

If your child does have a probation officer, Bright Futures Academy will work collaboratively with the student, family, probation officer and any other community service providers (i.e., Mental Health) to maintain your child's educational and behavioral program at Bright Futures Academy. It will be requested that the probation officer and other service providers attend any IEP meetings held for your child.

If your child is on probation, and exhibits a behavior that is considered to be a violation of your child's probation Bright Futures Academy will notify the probation officer as soon as possible, as well as the authorities if necessary, and you, the parents/care provider as soon as it is possible.

Care of Property

Student should be proud of the classrooms and campus. Pride can be shown by keeping desks, floors, and walls clean from all unnecessary marks and by depositing all papers and trash in receptacles provided. Any student who willfully destroys or damages any school property shall be responsible for paying the fair value of such property as included in the students individual Behavior Support Plan and such student will receive additional disciplinary consequences.

Closed Campus/Parent Visits

For the safety and welfare of the students, Bright Futures Academy is a closed campus. This means that students may not leave the school grounds without permission from authorized personnel from the time a student arrives in the morning until dismissal. Early dismissal must be cleared with Administration at the start of the school day. All visitors including parents/guardians must, by State Law, notify the campus 24 hours in advance to arrange a visit. Administration will determine the length of time a parent can be on campus and in the classroom. Visitors must sign in and identify themselves in the front office.

Items Not to Bring to School

The following items are not allowed on Bright Futures Academy campuses at any time:

- Cell phones (*see cell phone policy*), MP-3 players, iPods, televisions, beepers, and electronic entertainment devices

- Items of great value or excessive amounts of money
- Squirt guns or toy guns
- Pets

Having any of these items may lead to detention, suspension, and/or loss of that possession *for the remainder of the school year.*

Cell Phone Policy

No student shall bring a cell phone to school. If a cell phone is visible the student is to be directed out of the classroom. The first offense is the student earns a 50,000 point penalty. They will earn 25,000 points back when they have turned in the cell phone and write a contract that they, the administrator and teacher signs that they acknowledge that they received a warning, and the next time they are caught the phone will be confiscated. The phone will be returned at the end of that day. The second offence is 100,000 point penalty and the phone is turned in (or removed if safe to do so) and it is locked in a secure location. The student does not get the phone back. The parent is called and a meeting with the clinical/teacher team to discuss campus safety and requirement for a safe school campus. The parent receives the phone back and signs a contract with their child and administration that their school placement is at risk due to violations of the school safety guidelines. The Principal will send written notification to the district that the student has had two occurrences of violations to the school policy pertaining to cell phones. The third offense, the phone is confiscated until the end of the year. The parent may not pick up the phone as per the contract signed at the previous meeting.

Gym Rules

These rules apply to the facilities that have gymnasium facilities.

- No food, drinks or gum allowed in gym. No stomping feet or kicking bleachers, at any time
- All spectators are to be in the bleachers – not in the lobby or on the gym floor
- Once in the gym, remain seated unless you must use the restroom or get a drink of water. Do so only with the permission of staff present
- Visitors and Bright Futures Academy students are expected to demonstrate good sportsmanship, courteous behavior, and appropriate school spirit at all times

Lost and Found

If you are missing an item and it is not where you thought it was, check with the front office receptionist. It is always a good idea to put students name on all your personal belongings, including clothing and jackets, so that they may be returned to the rightful owner.

VI. LUNCH PROGRAM

Lunch

Bright Futures Academy is committed to providing our students with a complete and nutritious lunch or break that follows the Educational Code Guidelines.

EDUCATION CODE SECTION 49530-49536

49530. (a) The Legislature finds that (1) the proper nutrition of children is a matter of highest state priority, and (2) there is a demonstrated relationship between the intake of food and good nutrition and the capacity of children to develop and learn, and (3) the teaching of the principles of good nutrition in schools is urgently needed to assist children at all income levels in developing the proper eating habits essential for lifelong good health and productivity. (b) It is the policy of the State of California that no child shall go hungry at school or a child development program and that schools and child development programs conducted pursuant to Chapter 2 (commencing with Section 8200) of Part 6 of Division 1 of Title 1 have an obligation to provide for the nutritional needs and nutrition education of all pupils during the school day and all children receiving child development services.

VII. TECHNOLOGY

Student Use of Electronic Devices or Technological Resources

The Principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits regarding their use. He/she shall ensure that all students using these resources receive training in their proper use as well as copies of related Bright Futures Academy policies and regulations.

Students, users and parents should be aware that access to, and use of school technology, is a privilege and not a right.

Computers, On-line Services, Networks, and the Internet

User Obligations and Responsibilities: Students are authorized to use school computers and on-line services in accordance with user obligations and responsibilities as specified below once this parent handbook is signed by both the student and his/her parent or guardian and returned to the school. This agreement is a valid contract and will remain in effect for the time period that the student is enrolled at this school.

1. The system shall be used only for purposes directly related to education. Commercial, financial gain, political activism, gaming, chat rooms (unless authorized and supervised by the instructor), and/or personal use of the school's system are strictly prohibited. Bright Futures Academy uses active Internet filtering and monitoring technology and reserves the right to monitor and view any on-line communications, files, or documents to maintain system integrity and insure that users are using the system responsibly. **Students and users**

understand that work or email accessed or stored on school computer systems and servers are not private

2. Users shall not use the system to encourage the use or sale of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Bright Futures Academy policy
3. Users shall not create or transmit material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on race, national origin, gender, appearance, sexual orientation, age, disability, religion or political beliefs
4. Copyrighted material may not be placed on the system without the author's permission. Unless specified otherwise, users may download copyrighted material for their own educational or instructional use. However, such material shall not be distributed or duplicated without the author's written permission
5. Users shall not read other users' mail or files without permission; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail or files
6. Password sharing and account trespassing are strictly forbidden and such acts will result in disciplinary action, such as losing access to computer services. The sharing of documents and data (unless authorized by the teacher), selling, or purchasing of term papers, book reports and other forms of student work is strictly prohibited
7. Students and users will not participate in any acts related to credit card fraud, online transactions, electronic forgery, and other forms of illegal and unacceptable behavior. Bright Futures Academy will not be responsible for unauthorized costs incurred by students or users, nor will the school or district vouch for the accuracy of information obtained through the Internet, nor will Bright Futures Academy be responsible for students' or users' negligence, acceptable use policy violations, or mistakes
8. Users are expected to keep all network and email messages brief and use appropriate language and decorum
9. Resources do not allow for the issuing of email accounts to students

Note: Violations of the above regulations and policies in the current school year will result in some form of disciplinary action. Disciplinary measures are listed below. **Final dispensation will be determined by Bright Futures Academy.**

Note: Any violation that is determined to be illegal may result in criminal prosecution. Parents may be held financially responsible for costs incurred as a result of their student's act of intentional vandalism or damage to software, computers, or related hardware. Parents are asked to sign their permission at the beginning of the school year for the student use of technology, using the form distributed at the beginning of the year.

VIII. DISPUTES & POLICIES

Restitution for Property Destruction

It is important that all students who attend Bright Futures Academy understand the expectation that all personal and school property should be respected. Students, who purposefully destroy, vandalize, set fire to, or break property after being reminded that their behavior is unsafe, may be responsible for repaying Bright Futures Academy for a portion of the costs to repair or replace the items as outlined in the students Behavior Support Plan. Restitution will be determined on an individual basis by the Principal and Regional Vice President.

Student Smoke-Free Schools Policy

Section 48901 of The California Education Code prohibits the smoking or use of tobacco, or any product containing tobacco or nicotine products, by students of the school while the students are on campus, or while attending school sponsored activities or while under the supervision of Bright Futures Academy employees.

Dispute Resolution

All students at Bright Futures Academy and their parents are required to agree to arbitrate any and all claims and disputes under the dispute resolution rules of the American Arbitration Association and not by lawsuit. By agreeing to resolve disputes through arbitration you and Bright Futures Academy are giving up the right to have a dispute resolved in a court of law, before a jury or to seek punitive damages.

IX. TRANSPORTATION

Bright Futures Academy Transportation Safety Policy for Students and Parents

Bright Futures Academy offers a door-to-door transportation program. This means that all Bright Futures Academy students are picked up from and returned to their homes. If a student is not planning to take their regularly assigned van to and/or from school, a signed note from a designated parent or care provider that explains what alternative transportation will be used must be provided.

School begins when the student gets on the van/bus and ends when the student arrives at home. Students are expected to follow all instructions given to them by the driver, and to follow all rules that are required while at school. Because of safety concerns, violations of transportation rules will result in serious consequences at school as well as riding privileges on transportation which may result in a student's riding privileges being suspended or revoked by the Principal and/or Transportation Supervisor.

If it is necessary for the student to be picked up during the day, the student must wait in the classroom until the individual picking them up checks in with the office. At that time, the front office staff will notify the teacher that the student's ride is here.

If a student will not need a ride in the morning due to illness or appointment, please call and leave a message with the transportation staff (day or night) at 951-373-3831 and 951-643-4382, so the designated driver does not make an unnecessary trip to the student's home.

Authority of Driver

California Administrative Code-Title 13 Section 6.1 Authority of Driver

Pupils transported in a school van shall be under the authority of, and responsible directly to the driver of the van, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the van or being escorted across a street or highway.

The van driver has the authority to recommend to the Principal and/or Transportation Director the suspension of students for any infraction of the rules. Upon review by the Principal and IEP team, any student may be suspended and/or be denied van transportation if it is determined that he/she cannot be safely transported.

The Principal and/or Transportation Director will notify parents of any student suspension and the reason for the suspension. If a student is suspended from the van for any length of time, it is the responsibility of the parents/care providers to transport the student to and from school. Upon approval, the school district will reimburse the parents/care providers for mileage.

Loading and Unloading

Bright Futures Academy offers door-to-door transportation. The driver will position the van/bus in front of the student's house so the passenger side of the vehicle is facing the house. Unless otherwise arranged, we then honk the van horn giving the student a maximum of three (3) minutes to come to the van.

If the student does not come out, the driver will call Transportation dispatch to call the parent or care provider to let them know they are there. If there is no answer by phone, the van driver will then leave to continue on their route. If available, alternative means of transportation will be made for the student. When the student is dropped off in front of his/her house for the afternoon route he/she is observed by the driver until the student enters their front door. Should the student not enter his/her house, the school and parent/care provider is contacted immediately. Procedures are then implemented to request the student to return home and notify the parent/care provider and law enforcement, if necessary.

At Bright Futures Academy schools, vans/buses are loaded and unloaded in the designated parking area. All students walk with their driver and follow the driver's rules and directions, which include but are not limited to, walking, not running; using appropriate language; no cussing as well as keeping their hands and feet to themselves. Once off the van each student is searched with a metal detecting wand and asked to turn out their pockets. Any item which a member of the Bright Futures Academy Transportation staff deems unsafe, inappropriate, or is not allowed on campus, will be confiscated and placed in a safe locked location. Directions will be given that day on when and how those items will be returned.

Students are transitioned in the morning from their vans to the classroom teachers and aides when they arrive. Students are brought to the vans by teachers and classroom aides and transitioned to their vehicles at the end of the school day. Students are monitored by staff posted in the hallways and parking area as they enter and exit the vans.

Should a student behave in an unsafe manner, refuse to follow directions, refuse to wear his/her seatbelt, get off the van at the wrong address or while it is moving, harass another student, does not keep all body parts in the van, opens the van door while the van is in motion, etc., he/she may be kept after school. The parent/caregiver will be called immediately upon deciding the student will remain after school. The student will be transported home by Bright Futures Academy Transportation staff once an available driver has finished his regular route. However, if the student continues to behave in an unsafe manner or refuses to wear his/her seatbelt, the parent/caregiver may be required to pick up the student.

Passenger Safety

The seat belt and shoulder harness are to be worn at all times while in the van or the bus. The shoulder harness must be worn properly over the shoulder. Students will be instructed in proper seatbelt/harness procedures by Bright Futures Academy Transportation driver. A student refusing to wear his seatbelt or refuses to wear it properly will not be transported. The parent/caregiver will be called to enlist their assistance in talking the student into wearing the seatbelt properly.

Vehicle doors are not to be opened while the vehicle is in motion. Van and bus doors are to open only at a student's approved pickup/drop off location.

Food is not to be eaten on the van. Lunches are to be in paper sacks. Drinks of any kind are not allowed on the van. If necessary, parents may bring drinks to school for their student. Backpacks and electronics (CD players, radios, cell phones, iPods, music/media players, pagers, etc.) are not allowed on the van or at school.

Student Van Behavior

- Student and/or parent-guardian may be held financially responsible for any damages caused by a student to a van. This is per the discretion of the Principal, Transportation Supervisor and IEP Team.
- Student is required to demonstrate safe and appropriate behavior to the van driver as well as the other students on the van.
- Student will keep his or her hands and feet to him/herself while riding in the van.
- Student will wear safety a belt at all times.
- Student will remain in the seat while the van is motion at all times.
- Student will not bring unnecessary items on the van; i.e., open food or containers such as sodas, juices, water, backpacks, or purses, etc.
- If there is a van or bus emergency (fire, fighting, and illness) student needs to remain calm, wait for van driver to pull over, exit van away from street to a safe distance of approximately 25-50 feet.

- Student will only exit the van/bus at the proper drop-off location.
- Alternate drop-off locations must be authorized, in writing by parent or guardian. (**No Exceptions**)
- Bright Futures Academy will not be responsible for loss or damage to CD players, iPods, music/media players, walkmans, cell phones and/or pagers, etc.
- CD players, cell phones, and pagers **are not** allowed on the bus/vans. Walkman's/iPods/Music Players **are** allowed when deemed appropriate by the Principal for behavioral purposes on the van.

Van/Bus Emergency Procedures

In case of an emergency on the van, the driver will assess the situation. He/she may use the central dispatch phone to call Bright Futures Academy Transportation for assistance and/or 911, if necessary.

Emergency and Medical Information

Bright Futures Academy Transportation requires all parents to complete an Emergency/Medical Information form for each student being transported. If your child has a specific individual problem (i.e., epilepsy, diabetes, incontinence/toileting needs, etc.), it is required that this information be given to your van driver on the form available from Bright Futures Academy. **Information given to your van driver is strictly confidential.**

Bus/Van Suspension Policy

When a student's behavior represents a threat to safe operation of the vehicle, or bodily harm to self or others, the van driver will immediately notify the Principal and/or the Transportation Director of the circumstances surrounding the incident. Incident reports should be prepared, and an emergency IEP meeting can be held to discuss strategies, interventions and protocols.

The following list of student actions constitutes violations of established rules and requirements. Continued disorderly conduct or refusal to obey authority will lead to an emergency IEP meeting:

- Lighting of matches, cigarettes, smoking on the van
- Unauthorized opening, closing or tampering with van doors, windows, or emergency exits
- Fighting on the van or any type of body contact (i.e. slapping, hitting, pulling, shoving, biting, spitting, hair pulling, etc.) in or when loading or unloading the van
- Using profane language or obscene gestures
- Putting any part of the body out of the van/bus window at any time
- Any unbuckling of seat belts and movement out of seats while the van is in motion
- Disrespect to the van/bus driver and failure to comply with van/bus driver directions
- Damage or defacing the interior or exterior of the van
- Endangering the life and limb(s) of self and/or other passengers
- Other unsafe actions

Announcement of Nondiscrimination

Bright Futures Academy does not discriminate on the basis of race, color, national origin, gender, disability, sexual orientation, marital status or religion in any of its policies, practices or procedures. This nondiscrimination policy complies with the requirements of Title VI and VII of the Civil Rights Act of 1964, Title IX the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, the Americans with Disabilities Act of 1990 and other Federal and State laws.

Coverage applies to both (a) admission and access to, and (b) treatment and employment in, Bright Futures Academy programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission and participation in the vocational education or any other Bright Futures Academy program.

Students, parents or guardians, or any other individuals having questions or concerns regarding the Bright Futures Academy nondiscrimination policy or the filing of discrimination complaints should contact your school's Principal. Discrimination complaints should be filed in a written format, i.e., a letter addressed to the school Principal.

I have received and reviewed the Parent/Student Handbook. Should I have any questions I understand that I may contact the campus administrator.

I understand my parental rights and responsibilities as outlined in the Parent/Student Handbook.

Parent(s)/Guardian(s) Signature: _____

Parent/Guardian Print Name: _____

Date: _____