

Met Sacramento High School

One Student At A Time

2013-2014

Community Handbook

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Big Picture Learning

Vision

Our vision is to provide an innovative, academically rigorous, project-based education that connects students to community-based internships while being part of a safe and inclusive educational setting.

Mission

Our mission is to educate each student, including those who may not have succeeded in more traditional educational settings. We graduate students who are self-directed, independent learners who have the critical thinking skills and core knowledge that will allow them to be successful in college as well as in life. Our graduates are unique and creative individuals who will rise above adversity in the adult world.

I. Foundations and Basic Commitments

A. Educational Philosophy

The Met is a small school that strives to be a place where students are known well, understood, respected and able to have genuine relationships with adults. Each student's educational program involves authentic experiences with real world standards and consequences, and is designed by the people who know the student best: parents, teachers, mentors, and him or herself. Students' learning plans grow

out of their individual needs, interests, and passions. The overall school program is flexible enough to accommodate change and a broad range of learners. The Met is committed to serving a diverse group of students and creating learning communities that honor and respect diversity.

B. Evaluation of Instructional Programs

The Met holds very high standards for its students. The school's system of assessment is based around five school-wide Learning Goals. Woven throughout the assessment process is The Met's commitment that learning be meaningful and that each student become a lifelong learner.

The Met believes that assessing a student in an authentic learning situation must serve a greater purpose than just to evaluate the student's final product. Because Met student work has real consequences, the *process* of the work must be assessed and improved continually. To wait until the work is done is to risk a poor product. In any learning situation, assessment should help the student achieve increasingly high standards, and it should inform teachers, parents and mentors on how to reshape and improve the student's learning experience.

Met advisors look at the big picture of each student's learning and challenge the student to do academically rigorous project work that addresses the five school-wide Learning Goals and is focused around his or her personal interests and passions. Older students assist younger students in understanding and addressing the Learning Goals and are valued as role models of self-directed learning and goal achievement. Most importantly, Learning Through Internship (LTI) projects provide students with the opportunity to address the Learning Goals in the real world.

Experiential and real-world learning calls for experiential and authentic performance measures that arise from real questions, problems and tasks, and that demonstrate what students actually know and demonstrate. The Met's assessment system includes the review of hard evidence of student progress and performance levels linked to internship tasks, research, projects, and other community and school-based learning. This evidence is presented both in portfolio form and at regularly scheduled exhibitions. A student's portfolio will include drafts and final products of, for example: research papers; creative writing; original art; recorded music; designs and models; computer software applications; graphs and charts; videotaped interviews and performances; work products from the internship site; journal writings; and, project proposals. Portfolios also include regularly timed advisor narratives twice a year on student progress, exhibition panel feedback, and self-reflective student narratives.

The assessment process begins when each student is first enrolled with a diagnosis of the student's disciplinary, intellectual, personal and interpersonal skills, needs and learning styles. Ongoing assessment, conferencing and narrative/letter grade reports provide in-depth feedback to guide students and their personal support team in strengthening the quality of work and the students understanding of themselves as learners. Parents and guardians are involved in regular learning plan team meetings with their child's teacher and internship mentor to examine the work, review progress towards the Learning Goals, and update and improve the

student's individualized learning plan.

The Met Sacramento's Learning Goals are tools for problem solving. The Learning Goals are a framework for looking at the real-world knowledge and abilities necessary to being a successful, well-rounded person. They are not content-oriented curricula, nor are they completely distinct categories. Each goal focuses on an aspect of reasoning or community behavior. Students' project work will often incorporate many overlapping elements of the Learning Goals. Students graduate when they demonstrate proficiency in The Met's five Learning Goals.

The Five Learning Goals

Empirical Reasoning The goal of empirical reasoning requires that a student learn to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

Quantitative Reasoning The goal of quantitative reasoning requires that a student learn to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

Communication The goal of communication requires that a student learn to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

Social Reasoning The goal of social reasoning is to learn to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

Personal Qualities The goal of personal qualities is to learn to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

A clear vision of what its graduates should look like drives The Met's design and actions. The plan is as follows: Met graduates think logically and creatively, make informed decisions, solve problems, visualize, make reasonable predictions, reflect, and know how to learn. Met graduates read, write, perform and apply mathematical operations, listen, and speak with competence. Met graduates are responsible, sociable, self-disciplined, and honest. They display self-confidence and integrity. Met graduates identify, plan, and allocate resources. They work well with others. They acquire and use information. They understand complex interrelationships. And they work with a variety of technologies. Met graduates ask questions about their world; look for evidence and reason through issues and ideas before accepting them; use disciplinary thinking to understand, describe, and solve real problems; question others as well as themselves; distinguish fact from opinion; detect bias; and understand the limits of their own experience. Met graduates can "put themselves in another's shoes;" strive to understand and

respect points of view other than their own; develop a sense of perspective on an issue; understand their own and other's cultures, styles, values, and biases; and value and welcome a diversity of opinions and ideas. Then they respond and act accordingly. Finally, Met graduates have a strong sense of themselves, a commitment to community service, and are responsible and active citizens.

C. Master Plan of the School

The Met is more than a cutting-edge school. It is the centerpiece of a national reform initiative whose mission is to catalyze the people and resources of this country in a systematic way to rethink and redesign secondary education.

The Met Sacramento's design is based on these core principles:

- **Small school size:** The Met includes small, personalized learning communities that serve students of all abilities and interests. Each advisory has a ratio of approximately 22:1.
- **Advisory structure:** A student's advisory and center of accountability. Advisories meet daily and serve as the core learning community for that group of students for four years. An advisor (teacher) facilitates the advisory for four years. He/she serves as a teaching catalyst, finding educational resources for the students, ensuring that the personalized learning plans target key academic learning goals, working with mentors to ensure the rigor of internships, and actively involving parents in their children's education.
- **Personalized education:** Each student at The Met has a comprehensive, individualized learning plan that the student crafts with the guidance of the advisor, parent, and, where applicable, the internship mentor. The learning plan identifies the student's particular academic and developmental needs, describes authentic project work to meet these goals, and outlines expected outcomes and timelines. It is revised as needed and updated at regular learning plan meetings. The framework for the plan is the five Learning Goals and school-wide grade-level expectations.
- **Real world learning:** The Met fosters learning through consequential work in the community. Internships provide the primary structure for engaging students in the real world. The school aims to have each student spending two days a week engaged in meaningful project work outside the school building. Advisors coordinate this work, ensuring that it is integrated with the student's learning goals and school-based study. It is important to note that such real-world work is intended to foster broad learning applicable to all fields, to be developmental as opposed to vocational.
- **Authentic assessment:** Each student must create a portfolio of his/her work; present quarterly exhibitions; receive in-depth written narrative assessments twice a year from advisors; and pass a gateway exhibition at the end of the second year and graduation requirements at the culmination of the final year.
- **Focus on community:** The Met is a vibrant and inclusive learning community that values diversity and respect. Each week begins with a "Pick Me Up," an all-school gathering at which students showcase their work and guests from the community give performances and presentations. *While we are under construction and at Sac High Charter these important gatherings will be taking place with your advisor.* Whole community events for staff, students, families, and mentors are scheduled throughout the year.
- **Family engagement:** The Met enrolls whole families and empowers parents to

play an active role in their child's education and in the school community. Parents/guardians at The Met must agree to take part in regular learning plan team meetings and are expected to attend a number of functions throughout the year. The Met holds an orientation for new families; organizes social, cultural, and educational activities for families; and supports parents/guardians in their role as educators. Family members are encouraged to attend our monthly School Advisory Board (SAB) meetings.

- **Volunteer hours:** Families are encouraged to volunteer, in some capacity for 20 hours a year. Can't swing that? There must be something you can do for your advisor and/or the school.
- **Eye on the big picture:** Though The Met has a small student population; the vision extends far beyond the building. The Met is literally and figuratively networked to other schools developed through its founder, The Big Picture Company, to promote the philosophy of "one student at a time" and share best practices

D. Code of Basic Management Principles and Ethical School Standards

The Met's curriculum promotes academic, physical, social, emotional, and ethical growth. The academic and social curriculums are integrated, sequential, and age-appropriate in the skills, knowledge, and values they foster, as between students, between students and staff, and between the school community and the community at large. The Met's staff strives to nurture the building of self-respect at every opportunity—inside or outside the classroom—and encourages a positive, caring attitude toward others by nurturing the values of cooperation, diversity, and ethical behavior both inside and outside of the classrooms.

Culture of Trust and Responsibility

Much of this handbook concerns policies and rules. At all times an attempt is made to find a balance between the culture of trust and responsibility the school wishes to instill and the need to be very clear in expected behaviors and outcomes. Students will be empowered to take their education into their own hands more than at other schools and they will also be given a greater degree of involvement in school governance. With these privileges come greater responsibilities.

As educators, the staff at the Met is ultimately responsible for maintaining a positive and safe learning environment. Student actions will determine the level of trust the staff can have in students and the level of responsibility that is expected.

The Met Pledge

All Met students are expected to be principle driven in their behavior and daily decision-making processes. Each student, within their advisories and school wide, will participate in activities designed to build and maintain a culture of responsibility, respect, and trust.

Academic Expectations

All students are expected to perform to their capabilities. The Met is a place that values learning above all else and expects Met students to work to develop and maintain a growth mindset.

Academic Probation

The Met strongly believes *One Student at a Time*. The Met staff will make every attempt to empower student learning; however it ultimately the student's responsibility to constantly and positively demonstrate their abilities. Students whose grade point average is 2.0 or below or who have one or more failing grades for more than one semester or who are credit deficient may be placed on Academic Probation. Students on Academic Probation will be monitored on a weekly Progress Report to be turned into their advisor/principal. Further individual interventions will be considered. Students will be released from Academic Probation with a Semester report card GPA of greater than 2.0 and no failing marks. Students failing to demonstrate academic progress risk the losing their spot at the Met.

Panther Pipeline

Panther Pipeline is the early college component of the Met Sacramento. For several years, our school has enjoyed a partnership with Sacramento City College. Through this partnership, the college and the Met Sacramento community have worked together to "demystify" the college experience as well as meet students' individual educational needs.

Panther Pipeline Requirements

To enroll students must have pre-approval from our college counselor and the advisor. For new students in Fall 2011, this includes a 3-part process:

- An application to the program
- A self-evaluation: Am I Ready?
- A meeting with the advisor, counselor and/or staff to help student to gauge postsecondary readiness, as well as identify support systems for the student while he/she is in the program. The student will also sign a contract.

Once students have been cleared to take classes, they must complete the following:

1. An online application
2. An Advanced Education Application form
3. Submission of all applications with all required signatures and documents
4. Testing at the Assessment Center at the SCC campus
5. Human and Career Development (HCD) 116 and 330 are considered "gateway" courses into the program. Successful completion (meaning receiving a 'C' or higher) of this/these classes signals to the counselor and advisor that the student may be ready for more classes at the college. Once these courses are completed, students may enroll in a wider variety of classes suited to the student's interests and abilities.

Please keep in mind the following:

- **Student participation in Panther Pipeline is a privilege, not a right.** Students must demonstrate positive personal qualities and passing grades in order to continue in the program. Met students are expected to maintain a Met GPA of 2.0 or higher to be considered for this component of our school. Student progress will be closely monitored. If a student earns a D in a Panther Pipeline/Sacramento City College course, he/she may be dropped from the program and/or unable to

take any additional courses while being a Met student.

- **Students are capped at a 2-class limit at the campus.** Declining state resources have forced class and faculty reductions at some institutions during a time when students are coming to us in larger numbers than they ever have before. This is in an effort to provide opportunities to as many students as possible within the limits of our staff and financial resources. While this is disconcerting news to the students and their parents involved in many of our high school partnerships, this district-wide approach is an attempt to find a balance when attempting to meet the many needs of our students. It is our hope that this two-class restriction for special-admit students will be reevaluated as the economic climate changes in the state. In the interim we appreciate your understanding and flexibility to maintain access for those seeking to participate in our college classes.

- **Due to budget restrictions, the Met Sacramento can no longer guarantee new textbooks to all students.** The Met Sacramento will make every effort to provide materials for students who cannot afford textbooks, etc. However, Arrickia our college counselor maintains a sizeable lending library for many classes; students can also use the library to complete assignments, or borrow books through the RISE Center on campus. Some classes, such as language courses, require an online account in order for students to participate. Arrickia will be on the Met campus for two to three hours on Monday, Wednesday and Friday.

Bus Transportation

RT buses will stop on either ends of the Met campus. For information about bus routes and fares, please call 321-BUSS. Students waiting at bus stops are to represent the Met in a respectful and responsible manner.

Cafeteria

The Met participates in the Free and Reduced Lunch Program. It is very important for the funding of the school that all students eligible for free and reduced lunches fill out the appropriate paperwork. This paperwork will be available the first week of school.

Vending Machine

While at Sac Charter High we will NOT have our vending machine. It will join us when we return to our V Street campus. Usually we have a healthier choices vending machine. While we contract and benefit from this machine (the Met receives a portion of funds received plus they donate lots of product during our events) the Met is not responsible for monies lost in this machine. Don't panhandle the staff-*they don't have any change.* Any misuse of the machine and/or tampering may result in it being removed.

Outside Vendors

Students are not allowed to order food/services without advisor and principal approval. Food purchased without permission will be donated to staff and select students. No exceptions-especially while at Sac Charter High.

Clubs

Clubs on campus are voluntary and will meet at lunch, after school and/or other approved designated times. Students wishing to start a club should find a staff

mentor to initiate the club. All activities and funds must be vetted through Student Leadership, Scott and admin staff.

Leadership

Met student leadership meets twice a month to discuss the needs of each advisory and the school as a whole. The student, who is chosen by their advisory, is a direct link to their school and gives a student a voice.

Fundraising

1. Discuss and choose three dates that you would like to have your fundraiser. (Your target date and two alternate dates in case your first choice is not available).
2. Complete an Event and Fundraising Request Form, available in the front office.
3. Have your advisor sign the completed form.
4. Turn it into the office and ask Scott to schedule the event.
5. Email/contact our custodian several days before your scheduled event to set up any furniture or equipment you may need for your event. He will also help prepare the room(s) needed.
6. Speak to the office about establishing an account for your cause with our Met SAB.
7. Turn in all funds raised to the office so it may be deposited. Students are not to carry money.

Emergency Information Cards

State laws require that an emergency card be kept on campus at all times. In case of emergencies, it is important that BOTH sides of the emergency card are filled out. Emergency cards will be handed out the first week of school and may also be obtained in the school office. When/if *any* information changes please contact us immediately.

Care of Books, Supplies, and Equipment

The Met prides itself on its culture of Trust and Responsibility. Part of this responsibility is accountability for actions. The following policies reflect accountability for student actions:

Books: the Met is not a text based school however they are available textbooks provided without cost or fee. Charges are made, however, for damages resulting from abuse or loss of texts. If the book is no longer useable or lost, a charge equal to the amount of the book, tax and shipping will be determined. Book prices range from \$60.00 to \$100.00. Students must check out books via their advisor.

College Texts and materials: Books and materials purchased through the Panther Pipeline are the property of the Met High School and must be returned after use. Failure to do so will hold the student liable for the cost of the book/materials. Texts may also be rented using www.rent-a-text.com

Supplies: Students are expected to supply traditional supplies such as paper, pens, pencils and their own personal binder. Students may find it convenient to purchase some supplies such as a re-writable CD and/or a flash drive to back up their work

on. From time to time a teacher may ask for a small, voluntary donation to offset the cost of special materials. State law prohibits actual fees or charges for materials. **No student will miss an educational opportunity at the Met due to lack of funds. Need help? See your advisor and/or principal privately.**

Computer Use:

We finally have some decent computers! Please be kind to them or you may be asked to purchase broken or lost items.

Acceptable Use Policy

In addition to the SCUSD Acceptable Use Policy sent home and signed at the beginning of the year, **the Met has its own policies regarding the following prohibited actions on classroom and all computers:**

- **Personal email:** email coming from or going to an address outside of school is prohibited without staff approval. *The content of all email is subject to monitoring and is not to be considered private.* Email containing obscenities, personal attacks, gang references, drug references, and any other content deemed unacceptable is strictly prohibited and will result minimally in the loss of email.
- **All-student email:** an e-mail which goes to every student. (It slows down the system) and will, no doubt, cause confusion.
- **Visiting Proxy sites is PROHIBITED!!** SCUSD and the Met maintains an internet filtering service intended to protect students from accessing inappropriate and unsafe Websites. Any Website or method of circumventing this safeguard may result in a loss of internet privileges.
- **Possession, use, and downloading of Executables:** any process (i.e. program executable, script, batch file, etc.) that is not pre-loaded on a Met computer or approved by staff is **STRICTLY PROHIBITED!**
- **Downloading or Streaming Non-school related Music from the Internet is strictly prohibited.** When in doubt...ask.
- **Viewing Websites of questionable value or websites unrelated to school work may result in severe disciplinary action:** Again-when in doubt...ask.
- **Using someone else's e-mail account will result in loss of privileges.**
- **Visiting chat rooms, using Instant Messaging clients or sites is prohibited.**
- **Installing software not approved by School Administration is a suspendable offense.**
- **Loading games and/or copying software.**
- **Do not plagiarize because it's wrong plus it may have negative repercussions on your grades and discipline.**
- **Logging on an account not your own is prohibited.**
- **Moving software from a local machine to a server:** copying program files to the server to be used on another machine is never allowed.
- **Inappropriate computer-to-computer communication**

("hacking"): any attempt by a student to control another computer, delete/change files, send network-level messages, sniff IP packets, or any malicious or non-school related computer-to-computer communication may result in loss of privileges.

- **Using racist/sexist/threatening comments in the database or email** and will result in severe disciplinary action.
- **Printing personal documents:** any printing done that is not associated with the classroom is not allowed. You may be asked to reimburse the school.
- **Using school e-mail or the school's network for personal gain:** using your email or network to make money is a suspendable offense.
- **Possession or use of destructive programs:** Having any program that can cause any sort of damage to the computers will result in suspension.
- **Going around log-on procedures:** using a computer without logging on the computer (i.e., without supplying your username and password), booting off floppies: using a disk to start a computer with a different operating system such as DOS (whatever that is) is also prohibited.
- **Re-installing or re-activating a program that has been removed from the system:** putting a program back onto a computer that was removed from that computer.
- **Purchases over the Internet:** many things may be bought over the Internet with a credit card. The school cannot be responsible for the liability of these transactions.
- **Sharing personal information with strangers over the Internet:** giving someone information which can be used to find the person
- **Sending school wide and/or group emails without advisor approval.**
- **Meeting someone you have met over the Internet**
- **Using more than your 250 MB limit on the server:** having files on your space in the server, which uses more than 250 MB of storage space.
- **Individual Computer configurations (CPU and Monitor) are to be left as set.**
- **Abuse or destruction of technology may result in being dismissed from the Met.**
- **Subject matter generated on the Met campus on SCUSD/Met technology must be of acceptable and positive content**

The staff reserves the right to at any time, given the rapidity of change in technology, to add, delete, or modify the above policies and restrictions. We reserve the right to examine and confiscate any storage device used on campus.

Lost and Found

The lost and found is located in the front office. The Met is not responsible for these items.

Athletic Eligibility

Met students are eligible to try out and participate on their home school athletic teams. Metsters may also try out/play for all **West Campus** team sports. A contract must be signed and delivered to the home school principal/Athletic Director. Students must satisfy the academic and behavior standards of both schools to be eligible. ***Students need to remember this is a privilege and they are ambassadors of the Met.*** Additionally, either principal or the coaches may unilaterally remove a student from participation.

Metsters may not play for Sac Charter High School because of CIF regulations not because of the purple. It's because they are not a SCUSD school.

Grades

Grades are issued four times each school year. Credits are stated at the end of each semester. Quarter grades are "progress" grades that are not permanently recorded. Semester grades are permanent grades that are recorded. The semester grade is the total of the grade of the two quarters. Students are expected to pass all classes. Students who fail any portion of a class will be required to make up their deficiency in summer school or night school. The Met also provides a student narrative twice a year as well.

Notice of Impending Failure

If a student is in danger of failing at any grading period, the teacher will issue A NOTICE OF IMPENDING FAILURE/Progress Report no later than fifteen instructional days before the end of that grading period. A failure to issue the notice means that the student will receive full credit for the course, except under the conditions established in an incomplete contract which could have failing as the predetermined grade in case the conditions of the contract are not met by the student.

Attendance Policy

Consistent attendance is imperative for success at the Met. This includes attendance on the Met campus, at internships and/or SCC classes. If the student expects to graduate/advance to the next grade level their attendance **may not fall below 90%** cumulatively. Our school wide attendance should be 98-100% at all times. Excessive/habitual tardies or absences will result in a **family meeting**. Students who are tardy throughout the week will be held after school on Fridays and/or as needed. In some cases Saturday School and/or campus/community beautification will be issued.

Attendance is mandatory during exhibition weeks. Every student is expected to be panelist and audience member at exhibitions. For that reason, no student is allowed early dismissal on exhibition days without making prior arrangements with the guardian contacting the advisor a minimum 48 hours ahead of time. Again, it must be stressed that the student's participation on the panel is part of their English and Personal Qualities grade. There's ample time during the quarter/semester for all students to prepare their binder and presentation. If the student has been working diligently prior to exhibition week, there is no excuse for them to work on their binder during that week other than a few minor improvements.

It is the responsibility of all students to clear absences with your advisor, mentor

and the front office. It is extremely important to attend all Panther Pipeline Classes. Any student who leaves campus without a valid off-campus pass or an early dismissal will be marked truant and be subject to other consequences.

Early Dismissals

In the event that a student must leave school during the school day for doctor or dental appointments or any personal business, he or she should bring a note, or parent/guardian should call the office. The student will need to obtain an early dismissal slip from the office to leave campus. Parents should be certain that their student obtains an early dismissal before they pick the student up. When a student has knowledge of an early dismissal, he/she must come to the Attendance Office to pick up the early dismissal slip. If a student becomes ill during the school day, he/she should go to the Office in order to get an early dismissal. Ill or injured students may not go home on their own volition; to do so would result in the student being marked truant (automatically) and may be subject to other disciplinary action. This is a protection for the student in case the problem is more severe than the student surmises. Students are the responsibility of the school until such time as the parent/guardian gives permission for dismissal.

Late Work Policy

The Met has a strict no late work policy in regards to workshop work, and advisory work; this also applies to exhibitions. Please see exhibition expectations. The exceptions to this policy are the following:

- a. Excused absence: The student has as many days as they were absent to make up the work. Example: if they were absent two days, they will have two in school days to submit the late work.
- b. Any student may meet with their advisor prior to the due date to discuss special circumstances.
- c. Under no circumstances will late work be accepted after assessment (test, exhibition etc.)
- d. LTI projects and independent projects sometimes include circumstances outside the control of the student. If these occur the student must inform their advisor as soon as possible or their work will be considered late.

Off Campus Policy while on the Sac High Charter Campus

There will be no off campus lunch while we are on the Sac High Charter Campus.

Tardy Policy

A student is considered tardy if the student is not in class with the proper materials (such as books, paper, and pencils) and ready to work at the first prompting of the teachers. A student who is late 3 times or more per quarter (all classes inclusive) will be subject to disciplinary action which may include but is not limited to family contact, conference, and/or detention. Any work due during the time period in which the student was not present in class may not be accepted (teacher discretion). Chronic tardiness will also activate the district's SART/ SARB process.

Absences must be cleared through the front office via a note or phone call.

School Wide Expectations and Norms Behavior Agreement Expectations

Campus Rules and Policies

The Met is committed to reinventing the high school experience for students and families regardless of where we are located. In this spirit, our rules are stated as a series of positive expectations rather than a list of "don't do's". The exception to this is policies regarding suspension and expulsion, and the use of technology, which is required by law to communicate in writing.

Passes

We want to remain a no pass school-even while on another campus. Don't give us reasons to make passes mandatory for all students. If a staffer does give you a pass USE IT.

While on the Sac High Charter Campus

We are guests on on this campus. While here we are to have minimum impact. The district have provided us with ample space so there is **NO REASON THAT WE ARE TO BE IN THE MAIN PORTION OF THE BUILDING AT ANYTIME.** This means before, during and after school. Metsters may not cut through their portion of the campus for any reason. Students that ride the RT may not go through the campus but rather walk to the Met Sacramento gate near 36th and Downey streets.

The only exception would be during an all Met PMU/KMO or other special presentation. In which case a Met staffer will be your guide. Wandering students will be dealt with harshly.

Barring an all campus emergency we should have no interaction with Sac High Charter students and their staff. Failure to adhere to any of our Sac High Charter rules will result in harsh penalties and/or removal from our school. In the event of an evacuation students and staff in portables 1-9 will go to the softball field behind their classrooms. Students and staff in portables 16-21 (including the LTI, CTC and special ed classroom will go to old tennis courts. Students are to wait in their advisory and/or workshop groups until attendance is taken and they are told to return to class.

1. Resolve conflict through mediation. Use advisors and/or Allen. Support staff may be helpful as well.
2. Your advisor must know where you are at all times-make sure you are where you say you are!
3. Hands to yourselves. Respect yourself and others at all times.
4. Listening to music, using a cell phone and/or any electronic device is a Gateway privilege only. The Met is not responsible for your electronic devices. We suggest you leave them at home. Have a question? Ask your advisor.
5. Clean up after yourself in your advisory room, the library, art rooms, and bathrooms and during lunch in the cafeteria and/or the quad.
6. Dress appropriately for school. Clothing should not degrade others, embrace

drugs, alcohol and/or gang culture. Dress accordingly for your LTI as well.

7. We are a CLOSED CAMPUS for non Gateway Graduates. Off campus lunch privileges are for Senior Institute students who have an LTI. While at Sac High we are a closed campus.

8. Be on time! These means you are seated, you have all the proper materials and are ready for action. The Met is a pass free school-we would like to keep it that way. The passes won't be used when, as a school, we have earned it.

9. Make sure all school materials, books, folders, media equipment, etc are treated with care.

10. Computers are for school projects only. Do not attempt to go on Facebook, MySpace, etc. You may not download to the hard drives. Also, your Met email is your WORK email. Treat it as such. Check your Met email daily.

11. In the event of an emergency it is imperative that you listen to school personal until the event is resolved. Please observe during emergency drills as well.

12. We are, as well as all SCUSD school campuses, a non smoking campus. This includes Sac City College, your internships and during any and all Met activities.

13. In general the Met is a drama free, bully free campus. Do NOT cause/provoke unnecessary issues. This includes during non-school hours and via web networks. If you want drama-audition for a play!

14. All school time is sacred-this is especially true during exhibition/student presentations. It is important that everyone on the Met campus be respectful of these important presentations. Students who have to leave early during exhibitions must clear it with the school/advisor in *advance* (not the day of).

15. While on the Sac High campus note that Bob Storrs, the gardener, is my father in law, John Riley, campus security, is a former student and I have known Josh Ingraham, also campus security, since he was ten. Mess with these folks or any Sac High/PS7 staff and you will be dealt with. I will get medieval on you for sure.

Suspension and/or expulsion may be the result of either one or many infractions of the above listed rules or any actions connected to the five California Laws listed.

Possible Disciplinary Actions

At the Met students and staff elect to work through situations in ways that teach. When the occasion arises and student behavior does not conform to teacher expectations of the school rules the following adult responses are likely:

Advisor/teacher conference

Logical consequences- including financial restitution for damages/s/ theft

Loss of privileges

Teacher/ Advisor/ Parent/ Student conference

Referral to community counselor

Referral to principal

Independent study

Shortened day

Suspension

Expulsion

Grounds for Suspension and/ or Expulsion

The Sacramento City Unified School District's *Zero Tolerance* Policy states that

assaults, drugs, weapons, robbery and extortion constitute cause for expulsion.

Grounds for Immediate Recommendation for Expulsion

The infractions listed below will result in a five-day administrative suspension, loss of all extra-curricular activity privileges, and an immediate recommendation of expulsion.

1. Possession or use of weapons or other dangerous objects. This includes, but is not limited to, firearms, knives and/or explosives.
2. Abuse of personnel. This is classified as willful assault or battery or threat of great bodily harm against school personnel coupled with the ability to commit such harm.
3. Possessed, sold, or furnished a controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
4. Committing or attempting to commit sexual assault or battery.

Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil may be suspended for any of the reasons enumerated in California Education Code Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision A-O and 2, 3, 4, and 7 of Section 48900 or that that pupil's presence causes a danger to persons or property at the school in which the pupil is enrolled

- a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- a2) Willful force or violence used upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to
- e) Any person selling another liquid, substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- f) Committed or attempted to commit robbery or extortion.
- g) Caused or attempted to cause damage to school property or private property.
- h) Stolen or attempted to steal school property or private property.
- i) Possessed or used 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 section does not prohibit use or possession by a pupil of his or her own prescription products. However, the principal shall be notified of any prescription medicine, which must be brought to school or taken at school.

j) Committed an obscene act or engaged in habitual profanity or vulgarity.

k) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

l) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

m) Knowingly received stolen property or private property.

n) Possession of an Imitation Firearm. Replica so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

o) Committed or attempted to commit a sexual battery as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

p) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

.2) Sexual Harassment: Conduct considered sufficiently severe or pervasive to have a negative impact upon an individual's performance or created an intimidating, hostile, or offensive educational environment (Grade 4-12)

.3) Hate Violence: Willfully interfering with or threatening another person's personal property or orientation. (A verbal act (speech) is not sufficient unless the speech threatens violence against person or persons, and perpetrator has apparent ability to carry out the threat. Grade 4-12)

.4) Harassment, Threats, Intimidation: Intentional behavior severe enough to disrupt class work, create substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment (Grades 4-12)

.7) Terrorist threats

Sexual Harassment: E.C. 48900

Sexual harassment is defined as: "unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting." Any student who commits sexual harassment will be subject to suspension and even expulsion. If a student feels he/she have been sexually harassed, he/she should see the Principal or counselor as soon as possible.

Prohibited Illegal and Dangerous Items

(P.C. 25608, 262.9, 262.10, E.C. 48903)

Students shall not carry with them to school any of the following: Firecrackers, explosive devices, any size knife, metal pins, stars, baseball bats, clubs, chains, pellet guns, nun chucks, mace, pepper spray, stun guns, or ANY item which could be used as a weapon. Possession and/or use of any dangerous weapon or object will result in an immediate suspension/expulsion and a citation/arrest by the Police or Sheriff's Department.

Gambling

Wagering, gambling, or using gambling devices or money is prohibited. Gambling is not allowed at any time or any place on campus. In addition to legal penalties, students will be subject to school disciplinary procedures even if the principal receives a cut.

Electronic Devices

Students are reminded that the school may confiscate any and all electronic devices including cell phones iPods and MP3 players. The school will not be liable for an item confiscated and kept longer than thirty (30) calendar days. Any student who wishes to recover a confiscated item must bring a parent/guardian to the school to reclaim it. Items not recovered by the parent/guardian within that period of time, become the property of the school.

Since we cannot guarantee their security and because they are a distraction to the learning environment and/or potential sources of trouble, non-essential personal property such as MP3 PLAYERS, IPODS, RADIOS, CD PLAYERS, TELEVISION SETS, VIDEO CAMERAS, AND WALKIE-TALKIES ARE NOT ALLOWED AT SCHOOL AND/OR SCHOOL-SPONSORED ACTIVITIES ***unless cleared with the Principal and/or his designee.*** This rule is in effect at all times when students are under school supervision such as, but not limited to, before and after school, lunch, games, performances, rallies, assemblies, and passing time. School authorities will confiscate electronic devices and retain such personal property as a gratuitous deposit. Parents must pick up the items that are confiscated within thirty(30) calendar days. They will not be returned to the student. Please refer back to the computer usage policy regarding electronic devices. **Music may not be played out loud in our hallways and/or in common areas or outside.** The admin/principal's office is **not** a hallway.

Cell Phone Policy:

The Met recognizes that many parents now want their students to carry cell phones for matters of convenience and safety. However, cell phones—like all electronic devices-- represent a serious potential for both disruption of the school environment and students exceeding the boundaries of the school and parents alike. The following policy has been developed in order to facilitate student possession of cell phones while at school:

Students may bring cell phones to school if they remain OFF during school hours. Cell phones are not to be out during class time. Students may place calls at lunch. Inappropriate use of cell phones will be handled in the following manner:

Cell phones will be confiscated and locked up for the remainder of the day and the parent will be called. It is the student's responsibility to retrieve the cell phone at the end of the day. Students who have passed Gateway and are in good academic standing have phone privileges. Those who don't *-don't.*

If you don't want your phone taken away, don't have it out.

Hate Crimes

Due to the potential seriousness of this offense and the requirements of California Education Code 48900.3, any violation of this rule will result in suspension and may also result in a recommendation for expulsion, restitution, and/or a police report.

Loss of Privileges

An administrator may determine that a student whose behavior is a liability to the school may lose the privilege of participation in extra-curricular events. These events may include, but are not limited to end of the year activities including graduation.

Law Enforcement Officials

Occasionally, law enforcement officers will come to the school to talk with a student concerning matters that may or may not have any connection with the school. If an officer removes a student from the school, the school will make reasonable effort to contact the legal parent or guardian. When a law enforcement officer interviews a student at school, a school representative will be present. The school administration will call upon law enforcement agencies when it is deemed necessary to maintain order and to protect the rights of all individuals. Drug dogs may also come on campus at anytime to insure the safety of our school community.

Shadow Day

The Met does not allow students to visit, especially while on the Sac High Charter campus, unless they are prospective a student and have done the following:

Parent/guardian has called to set up a Shadow Day appointment. These appointments are usually on Mondays and Wednesdays from 10am to 12pm. Shadow Day students are expected to bring paper and a pen or pencil so they may take notes and complete work. If that is not possible the Met will supply these items.

Parent/guardian and the student will then meet with a Met staff representative to discuss enrollment possibilities.

If interested the parent/guardian will fill necessary paperwork to register student. If there is no room student will be put on a waiting list.

Bicycles, Unicycles and Skateboards

Bicycles must be parked and locked to the bike rack inside the quad during school hours. Unicycles (yes unicycles!) are to be considered covered by this policy and are not to be stored in classrooms. Skateboards can be used with helmet for "freestyle" skating only during lunch and at the discretion our advisors and staff in the tennis court section of the Sac High Charter campus.

Student Parking

Student parking while at Sac High Charter will be located in the student parking section of campus. You will need to provide a copy of you driver's license and proof

of insurance with our front office. Once back on the Met campus parking will be sparse in the back of the school. Students are expected to drive safely at all times. Reckless driving will result in the loss of parking privileges. During construction it is important that your car is not interfering with the ongoing work. Also note that the front of the Met has two hour parking. Students (and staff, parents, principal, etc.) are subject to Sacramento City parking regulations. The school is not responsible for tickets, theft and/or damage to student cars. If you forgot your lock you *may* be able to park your bike in your advisory or in a storage room. Do not leave your bike in the bike locks outside over night and/or over the weekend. The bike will *not* be the same when you return.

Dress Code

The following gives specific information regarding the dress code:

1. **No cleavage or bare midriff tops**, tank tops should have straps at least two fingers wide. **Garments are to be worn in good taste allowing no undergarment to be shown.** Halter tops, bare midriffs or chests, see-through outfits, or off the shoulder blouses or dresses are not appropriate or acceptable.
2. No public displays of underwear-so no sagging!
3. Shoes or sandals are to be worn at all times.
4. **Any clothing that advertises or promotes drugs, alcohol or tobacco products, sex, racism or violence is unacceptable.**
5. Shorts may be worn at the student's discretion. Shorts will be no shorter than finger-tip length, which is generally mid thigh. Leggings, bicycle shorts, unisex tights, and shorts with frayed bottoms are unacceptable.
6. Skirts and dresses may be worn throughout the year and must adhere to the length standard applied to shorts. There are no spaghetti strap tops or dresses allowed. Tank tops are acceptable as long as a young lady's bra does not show.
7. Any attire or paraphernalia deemed gang related by the staff may not be worn.
8. Distracting or dangerous accessories are not permitted.
9. All Met students and staff are asked to wear their lanyard and have their IDs at all time while on campus.
10. Mullets are a gateway hairstyle.

In reference to the dress code, if there is any doubt about the appropriateness of the attire, we ask students not to wear it. Students will be sent home, asked to change and/or wear a loaner item of clothing.

Exhibition and internship attire:

During exhibitions, shadow LTI days or other special events, **students should dress in "interview" clothes.** Students should be neat and wear professional office type attire. Students should not mistake fashionable for professional. Some suggestions:

Boys	Girls
<ul style="list-style-type: none"> • Collared Shirt (should be tucked in) • Neck Tie 	<ul style="list-style-type: none"> • Slacks (no jeans) and Collared Shirt which is not low cut or exposes a bare midriff

<ul style="list-style-type: none"> • Slacks (no jeans) • Belt (with pants worn at the waist) • Leather Dress Shoes or other dark shoes • No undergarments should be visible 	<ul style="list-style-type: none"> • Dress/ Skirt with an arm length hem (no net stockings) • Dress Shoes (no tennis shoes or flip flops) • No lingerie type clothing
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The Community Handbook is available as a printed document. Please ask your advisor for a copy if needed.

The staff the Met Sacramento reserves the right to add, delete, or modify any policy above based on the needs of our school community.

Students and their families must read over this information completely. In the first week of school we ask that students and their families write a written, dated response that they agree to the terms of the handbook.

During your family meeting at the start of the year families will be asked to sign off on this document. This will indicate that all information, rules, etc. will be adhered to the letter. If you have any questions please ask now.

I have read, understand and will uphold the rules discussed in this document.

Student Signature

Printed Name

Advisor Signature

Family Representative

Relation to student

Date _____