

**ABLE Charter Schools**  
**Student Handbook**  
**Distance Learning Version**  
**2020-2021**

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### **Why Distance Learning**

Governor Gavin Newsom ordered schools in counties that are on the California's COVID-19 watch list into distance learning until the county has been off the list for fourteen days. San Joaquin County Health Officer, Dr. Maggie Park, has consistently opined that our county will remain on the watch list for the foreseeable future -- perhaps even until a vaccination is developed. When San Joaquin County exits the watch list, ABLE will have fourteen days to pivot to a hybrid model of traditional learning and distance learning subject to families' preferences.

### **What We Learned from the Shutdown Last Spring**

San Joaquin County announced school closures on Friday, March 13 after hours. Even with no advanced warning, the ABLE team swung into action, and our students had access to work packets by the following Monday. While some school districts took two weeks or more to resume instruction, ABLE was in full swing in days and did not lose a single day of instruction.

We are grateful for the input from parents regarding families' experiences during the spring, and we have incorporated it into our distance learning models for the fall.

Through stakeholder feedback – parents, students, teachers, staff members - we learned some lessons from the spring that will instruct us going forward.

- Families gave ABLE high marks for its regular outreach and support. We will redouble those efforts and add more support for our community.
- Instruction needs to be more rigorous with an emphasis on new learning. As difficult as this is in a distance learning environment our schedules and our instructional model will build in more and better teaching, and students will have access to academic support outside of the “classroom.”

- Student disengagement was a problem during the spring with too many students just fading away. Distance learning attendance requirements (see below) are clearer, and we will not let too many absences pile up without getting our liaisons involved with re-engaging students.
- We need to create a mechanism for regular feedback from our stakeholders to ensure that our program can be adjusted as necessary to meet students' needs and maintain the most effective learning environment possible.

### **Updates to the Handbook**

The Student Handbook is revised annually in August, but it remains a living document throughout the school year. As such, it is subject to ongoing revision at ABLE's sole discretion. Updates to the Student Handbook will be provided to students and families electronically and through the ABLE website. All changes are binding.

### **Schedules**

For a description of your school's learning model and see the daily schedule, go to the ABLE website at [ww.ablecharter.com](http://ww.ablecharter.com), click on Distance Learning, click on your school, and click on Model and Schedule.

### **Online Etiquette**

Students are expected to adhere to the following guidelines while participating in live online instruction:

- Dress appropriately (just as on campus, graphics, logos, and text on clothing should not contain anything vulgar, offensive, distracting, or illegal.)
- Refrain from using foul, vulgar, or otherwise inappropriate language.
- Be respectful of others when they are speaking, keeping your microphone muted until it is your turn to speak.

### **Community Service**

*Required* community service is suspended during the school closure. However, community service remains an option for students. See the complete guidelines in the appendix.

### **School Meals**

5-Day Meals may be picked up every Monday or Tuesday from 7:30 am – 10:30 am. You can let us know if your family will participate by calling 209-478-1600 ext. 3402 or by visiting the ABLE website and clicking on the School Meals Feedback link on the homepage. Your input ensures that we order plenty of meals. Serving times are subject to change, so check the ABLE website for updates.

For pickup enter the alleyway from the Pacific Avenue frontage road and proceed east. Pickup is at near the administration building.

Students do not have to be present to pick up meals. Social distancing – including wearing face masks - and other health and safety protocols will be in place. Parents/Guardians will be asked to provide student's or students' full name and grade. Families are asked to remain in the vehicle while staff places meals in the trunk or back seat of the car. Please have a cleared space in the trunk or back seat.

Questions? Contact ABLE's Food Services Coordinator, Jourdan Cavitt at 209-478-1600 ext.3402 or at [jourdan.cavitt@ablecharter.com](mailto:jourdan.cavitt@ablecharter.com).

### **Attendance in Distance Learning**

Students are considered to have attended under the umbrella of “daily live interaction” which is documented as live, two-way communication between a certificated employee and student each instructional day. Daily live interaction for purposes of being marked present include

- signing into and participating in an online class;
- attending a teacher’s office hours;
- attending small group instruction online;
- completing a work product, turning it in, and receiving feedback; or
- checking in and interacting with a teacher, advisor, counselor, or administrator.

### **Synchronous and Asynchronous Attendance**

- **Synchronous**

This time is designated for **live** instruction. Students are required to attend all live instruction, on time, to be considered present in their attendance. There will be synchronous options such as small groups and one-to-one instruction for students during asynchronous times as well.

- **Asynchronous**

This time is supervised and directed by teachers based on students’ individual needs including small group instruction, one-to-one support, independent work time, and student-teacher communication. Teachers will require alternative options for student engagement that will count as attendance. These options may include a discussion post, email communication, work completion/submission and/or a Wednesday office hour check-in.

Disengagement was a serious problem during our spring experiment with distance learning, and we have designed more attention for students who disconnect with the learning process. We will not allow excessive absences to pile up before we act. In accordance with state requirements we will initiate tiered re-engagement after the third day of disconnect and absence.

### **Tiered Re-Engagement**

**Tiered Re-Engagement is a multi-level, progressive approach to reconnecting students to distance learning when they have ceased engagement and participation.**

### **Staff Roles**

**teacher** – the teacher documents student engagement in accordance with state guidelines.

**advisor** – translates documented student engagement into attendance, establishes regular communications with families regarding student attendance, serves as a regular and reliable point of contact to ensure families’ need are met, triggers tiered re-engagement when a student is excessively absent by communication with the ABLE Engagement Team

**liaison** – members of the ABLE Engagement Team who apply multi-level, progressive strategies to reconnect students with distance learning, assess student needs in the process, and make the appropriate referrals to ensure support

### **Attendance and “Excused Absences”**

Regular attendance is essential to students’ success. Days missed can never be replaced.

The only accepted reasons for an excused absence follow below:

1. Student illness
2. Quarantine by a doctor’s order
3. Medical, dental, or chiropractic appointment
4. Funeral of an immediate family member

In its consideration of distance learning the state does not really address excused absence, only absence. If a student is unable to engage with distance learning for one of the listed reasons, the parent may still call in and communicate that to the office (209-478-1600). The resulting absence will be considered as “excused.” Excessive excused absences could trigger outreach and a needs assessment. ***Absences are expected to be cleared via telephone on the same day as the absence. Unexcused absences are not permitted.***

### **Re-Engagement Strategies**

**Tier 1:** Advisor (5-12) or teacher (K-4) will regularly provide feedback to parents/guardians regarding student attendance. After the third day of absence the ABLE Engagement Team will be notified and further re-engagement strategies will be employed.

**Tier 2:** Liaisons will verify student contact information and initiate parent contact to determine the cause(s) of the absenteeism. Liaisons will then report back to the advisor (5-12) or teacher (K-4). Student’s attendance will continue to be monitored, and families will continue to receive regular contact.

**Tier 3:** Advisors will assess student needs including for health, social services, social emotional support, and whatever else may be applicable and make appropriate referrals – including initiating contact with school counselors.

### **Truancy**

A truant is defined by the state legislature as a student missing more than 30 minutes of instruction without an excuse three times during the school year. Said student must be reported to the proper school authority. For purposes of attendance as defined by the state in distance learning, ABLE will engage truancy after re-engagement strategies have failed to achieve regular attendance. Truancy procedures involve formal communication with student’s parents, meetings with appropriate staff to consider and implement interventions and support, the potential for designation of student as a habitual truant, and referral to the School Attendance Review Board (SARB) for adjudication.

### **Harassment and Bullying**

Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe, nurturing environment. ABLE will not tolerate harassment or bullying, and all administrators, faculty, staff, and volunteers are to address and report any instances of bullying or harassment immediately.

**Harassment** is the act of systematic and/or continued unwanted and annoying actions of a person or group toward an individual including threats and demands.

**Sexual Harassment** is defined as unwanted sexual advances or visual, verbal, or physical conduct of a sexual nature. Sexual harassment includes a long list of offensive behaviors including obscene remarks and gender-based harassment.

**Bullying** is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time.

**Cyber bullying** is the use of electronic communication to bully someone, typically by sending messages of an intimidating or threatening nature. Most cyber bullying results from students becoming involved in exchanges in social media, getting pulled into someone’s drama, and then getting carried away. Cyber bullying of students is a serious offense and subjects the offender to serious disciplinary action whether it occurred during school time or not.

The following related behaviors are also strictly prohibited and will earn serious consequences:

- bystander support of harassment or bullying,
- reprisal or retaliation against any person who reports an act of harassment or bullying, and
- falsely accusing someone of harassment or bullying.

### **Academic Integrity**

ABLE will not tolerate academic misconduct, including but not limited to:

- cheating by copying work or homework, lending the same to another student to be copied, or searching online for answers during a test;
- collusion: knowingly helping another student to perform any act of academic misconduct;
- communicating in any way with other students during a test;
- plagiarism: knowingly taking ideas or writings from another person or source (including the work of other students) and presenting those ideas or writings as one's own original work; or
- hacking into other student accounts to steal or copy assignments or tests.

### **Visiting Campus**

Visitors to campus are encouraged to call ahead for an appointment. Please DO NOT visit the campus if you feel ill or have fever. Visitors are required to wear a mask while on campus, must undergo screening at the designated location prior to entry, should maintain social distancing, and are encouraged to use hand sanitizer.

### **Facial Coverings**

ABLE teachers and staff will use face coverings in accordance with the California Department of Public Health (CDPH) guidelines unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses or vans, and areas where physical distancing alone is not sufficient to prevent disease transmission.

### **Wellness Check**

ABLE personnel will conduct wellness screenings of students, staff, and visitors who arrive on campus. Anyone who has fever or otherwise does not pass the screening will not be allowed on campus.

### **Early College**

High school junior and seniors may earn high school and college credit simultaneously by attending Humphreys University or San Joaquin Delta College courses. Humphreys University courses are held on campus and are free for eligible students.

Qualified students may be considered for the College Early Start Program. The College Early Start Program allows students to take courses at the Delta campus, while enrolled in High School, for college credit, students are responsible for tuition and textbook charges, however if qualified for financial aid through FAFSA these costs are covered.

For more information visit:

<https://www.deltacollege.edu/dept/ar/admissions/k12college.html>

Unfortunately, due to budget constraints, ABLE must discontinue its practice of paying students' tuition to Delta, and ABLE does not provide transportation to Delta.

### **Students with Special Needs**

ABLE provides comprehensive services to meet students' special needs. Students who qualify for special education under an IEP or 504 plans are provided the appropriate assistance, necessary support, and monitoring under IDEA (Individuals with Disabilities Act). Highly trained professionals are

available to review, evaluate, advise, and monitor student educational plans. Contact a member of your child's educational team if you have questions.

### **Technology Use Agreement for Laptop, Internet, and Technology**

The Technology Use agreement may be found in the appendix. It is the basis for ABLÉ's expectations for appropriate use of these indispensable tools. The foundation of the Technology Use Agreement is that students use ABLÉ issued technology and its network for educational purposes. Inappropriate use of technology, no matter how innocent, is subject to immediate and swift disciplinary action. The technology Agreement is binding on all users of ANLE-issued technology and ABLÉ's online network.

### **Counseling**

ABLE Charter Schools has qualified school counselors available to provide services in academics, college and career prep, and social-emotional counseling.

Counseling services may be initiated by anyone who interacts with a student who observes a need. A confidential Referral for Counseling Services form is available in the office upon request. You may also call 209.478.1600 or send an email to the appropriate counselor to make an appointment or referral.

- K-8 Erica Robles, counselor (erica.robles@ablecharter.com)  
9-12 Crystal Beltran, head counselor (crystal.beltran@ablecharter.com)  
Brianda Contreras, counselor (brianda.contreras@ablecharter.com)

### **Admissions**

- A. General Admission Policies ABLÉ Charter Schools is a public, K-12 charter school currently authorized by the New Jerusalem Elementary School District. As a California charter public school, ABLÉ is nonsectarian, does not charge tuition, and does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code.
- B. Application Periods Students may enroll year-round during any of the following application periods:
- Current Year Application: August 1 through the last day of the calendar year Current Year Applications are placed on the waiting list in the order of application unless student qualifies for an exemption.
  - Initial Application Period: first day of the calendar year through April 30
  - Secondary Application Period: May 1 through July 31

An Interest Form must be completed and submitted for all prospective students. The Interest Form is available online or at the ABLÉ office.

- Completion of the Interest Form constitutes a student's application to ABLÉ subject to the applicable application period.
- If the student qualifies for an exemption, she/he will be enrolled automatically subject to space and the appropriate start date.
- The lottery will be conducted within one week of the close of the enrollment period. The day and time will be posted on the school's website (com) at least 72 hours ahead of time. The lottery will be a public event.
- Families will be informed of their child's status upon conclusion of the lottery. Students who are selected for vacant seats will be entered into the enrollment process and registration materials will be made available. Students placed on the waiting list will be informed of their number. If a selected student creates an exemption for other

student(s) whether in the same grade, that/those student(s) will be enrolled subject to space.

- All students whose names are in the lottery pool will be either enrolled or placed on a waiting list, by grade, in the order drawn.
- A reasonable attempt will be made to contact parents regarding enrollment using the phone number(s) and email address(es) provided on the Interest Form. Parents will have 72 hours to respond after which time the vacancy will be offered to the next student on the list. Waiting lists expire annually on January 1.
- Lottery results from the Secondary Application Period are subject to any waiting lists remaining from the Initial Application Period.
- Prospective students submitting Interest Forms between August 1 and December 31 may be enrolled if there is space and if there are no names remaining on a waiting list for the specific grade level. If there is no space, these students may be considered Initial Enrollment Period applicants and treated as such.
- Between January 1 and April 30, all current students will be asked to declare that they will return for the subsequent year. This declaration will hold the student's slot for the following year, but no vacancies will be created until a parent formally withdraws her/his child.

C. Exemptions The following categories of students are exempted from the lottery and subject to immediate enrollment subject only to available space:

- siblings of students already attending ABLE including students selected in the lottery for confirmed openings; and
- children or dependents of a charter school founder, board member, teacher, and staff member.
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### **Enrollment**

ABLE Charter Schools is a public, K-12 grade charter school authorized by the New Jerusalem School District. As a California charter public school, ABLE is non-sectarian, does not charge tuition, and does not discriminate against any prospective student.

### **Emergency Information**

Every student's parent/guardian is required to provide critical emergency information to the school and to provide updated information on an ongoing basis. ABLE will use the information to contact the parents/guardians during an emergency or, if unable, other adults designated on the form. Other relevant information concerning the student's health and safety that the school should be aware of is also requested. Please complete the card when it is provided and notify the school of any changes throughout the year.

### **Grading**

Teachers issue student grades based on their professional assessment of demonstrated completion and mastery of course content, satisfactory application of required skills, and appropriate course participation. The teacher shall provide a grading policy at the beginning of each grading period. Students' grades will be accessible for viewing online by parents, and formal progress reports will be issued regularly. Semester grades are issued at the completion of the first and second semesters. These alone provide for the basis for high school credits earned toward graduation, the calculation of student grade point averages, and the determination of eligibility for participation in extra-curricular activities. ABLE issues neither partial credit nor quarter grades.

## **Student Progress Reporting**

ABLE relies on various methods for reporting student academic progress.

- Parents will be provided with online access to their children's grades, and these grades will be updated weekly by the teachers.
- The student's teacher will alert parents if there are any issues related to the student's academic performance.
- The ABLE faculty and administration are available by email to answer any questions regarding students' progress. Parents may also call the school and request contact from teachers.

## **Incomplete Grades**

An incomplete grade may be given for any course not completed during a given semester if a teacher determines that unforeseeable, extenuating circumstances contributed to the student's inability to finish on time. In these cases, the incomplete coursework must be finished by Friday of the sixth week after the end of the semester. At that time, the teacher will evaluate the student's progress and change the grade permanently from an "I" to the appropriate letter grade. If the student fails to complete the coursework by the deadline, an "F" will be issued.

## **President's List and Honor Roll**

Students who earn a semester GPA of 3.5 and above with no D's or F's will achieve President's List status; students who earn a semester GPA of 3.0 – 3.49 will achieve Honor Roll status. Student must also be in good standing to qualify.

## **Schedule Changes**

A request for a schedule change is only accepted during the first 5 school days of a new Term. Requests will be granted only with counselor approval for the following reasons: 1. Student has already taken a course they are scheduled for. 2. Student is not in a required core class.(English, Math, History, Science) 3. Student is in an incorrect core class. (English, Math, History, Science) 4. Other: Reasons only deemed appropriate on case by case basis by the student's counselor.

## **Graduation Requirements**

The full text of ABLE's graduation requirements can be found in the Appendix; however, graduation requirements are under review and are expected to be revised in September. Revised graduation requirements and their implementation dates will be communicated upon approval by the ABLE Board of Directors.

## **Early Graduation or Independent Study**

Early graduation will be considered for juniors or seniors as part of an appropriate and well-conceived plan that includes thoughtful articulation with post-secondary goals. Application must be made in writing to the high school principal and well in advance. After a subsequent conference with the student and their parents, the principal will advance a recommendation along with a plan, if applicable, to the superintendent who will make a final determination.

## **ABLE Charter Community Council**

The ACCC serves as an advisory council to the ABLE administration and Board of Directors and provides programmatic evaluation, input, and feedback as required by statute. The council is composed of democratically elected parents, teachers, staff members, and community members.

### **Goals**

- encourage participation in school activities among stakeholders,
- support special projects and initiatives for the school, and

- assist in creating a school culture that promotes life-long learning, mutual respect, personal integrity, and responsibility for community and self.

### **Purposes**

- provide counsel to the administration and school board on matters related to the needs of the school community and the quality of the ABLÉ program;
- Provide programmatic evaluation, input, and feedback as required by statute;
- participate in fund raising; and
- facilitate community building.

With the advent of Title I funding, the ACCC may transform into a Site-Council as required. This will not significantly alter the body's composition or purpose. More information will be provided after the start of school.

### **Parent Council**

ABLE will also establish a Parent Council to provide ongoing evaluation, input, and feedback related to the ABLÉ instructional program and student support. More information will be provided after the start of school.

### **Restitution for Damaged, Defaced, Destroyed, or Lost School Property**

Any student, who defaces, destroys, damages, or loses equipment or instructional materials entrusted to her/him is responsible for those items and for making restitution.

### **Fines from Previous Schools**

Unpaid fines and bills from previous schools must be paid. Official records may be held by ABLÉ until all obligations are paid regardless of whether they were incurred at ABLÉ or elsewhere.

## **Appendix A – Graduation Requirements**

Revised graduation requirements will be posted here upon approval by the ABLÉ Board of Directors on September 16, 2020.

## **Appendix B – Technology Use Agreement**

### **Introduction**

ABLE Charter provides for the use of networked computer technology to facilitate teaching and learning. Access to the ABLÉ network (ABLEnet), a laptop computer, and other technology hardware are provided for educational uses by its students at school and at home. ABLÉ will make every effort to ensure that the laptop computer and ABLÉnet are used responsibly by students and other users. Users are expected to act in a responsible, ethical, and legal manner in accordance with this agreement; to accept and apply rules of network etiquette; and to follow state and federal law and school policy. This Technology Use Agreement (Agreement) embodies ABLÉ's intention to

- prevent access to or transmission of inappropriate material;
- prevent unauthorized and unlawful online activity;
- promote appropriate, safe, and legal online behavior;
- prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors;
- comply with the Children's Internet Protection Act (Pub. L. No. 106-554 and 47 USC 254-h); and
- maintain school equipment and systems in good working order.

### **Assumptions and Acceptable Use**

Student access to the Internet is a requirement of being enrolled and studying at ABLE. The laptop computer and whatsoever other hardware or software provided for student use remain the property of ABLE, and their use is subject to the terms of this Agreement. The laptops, access to ABLEnet or the Internet, and all related hardware and software are provided for educational use as directed by teachers or designated staff members.

**Waiver of Privacy Rights – NO EXPECTATION OF PRIVACY**

User understands that ABLE routinely monitors usage of the ABLEnet and may review any communications on its systems. User expressly waives any right of privacy related to any use of ABLEnet, the Internet, or any other computer network. User further understands that ABLE always maintains the right to override all passwords and to monitor all activity.

**Prohibited Use**

Any use of ABLEnet, the Internet, the laptop, or related hardware or software for purposes unrelated to the student's education is prohibited. The following list sets forth some of the more common prohibited uses; however, the list is not intended to be exhaustive.

Students must not

- transmit hate mail; harassing, disparaging, threatening, or intimidating remarks; and/or offensive or inflammatory communications;
- conduct illegal activity;
- install unauthorized software and applications or download unauthorized files;
- instant message, email, or browse during class instruction – unless it is part of the lesson;
- tamper with or attempt to subvert administrative or security protocols;
- network socially, stream movies, listen to music, or surf the Internet – unrelated to instruction;
- hack the system;
- access another person's user account or impersonate another user;
- access obscene or pornographic material;
- leave the laptop computer unattended or loan the computer to anyone;
- lose track of where their laptop is located;
- forget that she/he is responsible for the cost of damage or loss regardless of how or when it occurred;
- remove any school-applied decals or stickers – or apply personal decorations such as decals or stickers;
- have food or drink near or upon the laptop computer; or
- disassemble and part of the laptop computer or attempt any repairs;

Additionally, students must

- use an appropriate carrying case or sleeve to avoid damage to the laptop;
- use and store the laptop in a safe location and environment to avoid loss or damage;
- charge the laptop computer battery everyday;
- notify the ABLE department of technology immediately in the event of loss of or damage to the laptop;
- surrender the laptop computer and accessories in good working order upon demand, upon termination of enrollment at ABLE, or at the end of the school year;
- pay for the replacement of the laptop computer and accessories in the event any of these are damaged or lost – including stolen; and
- comply with the Student Handbook, incorporated herein by reference and made a part of this Agreement for all purposes.

**Disclaimer**

Electronic information available to students does not imply endorsement of the content by ABLE, nor does ABLE guarantee the accuracy of information obtained on the Internet. ABLE makes no warranties of any kind, express or implied, with respect to the information technology services it provides. ABLE will not be responsible for damages resulting from the use of ABLE information technology services including, but not limited to, loss of data, non-deliveries, missed deliveries, or service interruptions. ABLE will not be responsible for any charges or fees resulting from unauthorized access to the Internet or Internet resources.

## **Appendix C – Service Program Guidelines**

### **Purpose:**

Embodying the longstanding traditions of Humphreys University and the innovative, whole-child policies of ABLE Charter Schools, the service ethic thrives at ABLE through its service programs. Through these programs, student volunteers participate in meaningful projects that have positive impacts at home and when safe, in their neighborhood or community. ABLE recognizes that volunteerism also has a positive influence on students who volunteer by building a sense of confidence and accomplishment and adding to the students' understanding of the problems that face our community.

### **Definition:**

*Service is defined as 'volunteering one's time, without pay, for the greater good and welfare of another individual, unit or business.'*

### **COVID Edition:**

Due to the spread of COVID-19 and its limitations, ABLE's service continuum program is adapting for the 2020-2021 school year and expanding to include all grades. Service this school year will be optional. Students wishing to participate can engage in a service program can engage on their grade grouping. See guidelines by grade grouping, in the next three sections. *Note: Students should only engage in service activities that are safe and age appropriate. At no time should students participate in activities that pose a risk to their health or the health of others.*

### **Guidelines for K-4<sup>th</sup> graders:**

Possible service activities for grades Kindergarten through 4<sup>th</sup> include, but are not limited to:  
Folding/putting away laundry; watering plants; sweeping; feeding/caring for pets; dusting

### **Guidelines for 5-8<sup>th</sup> graders:**

Possible service activities for grades 5<sup>th</sup> through 8<sup>th</sup> include, but are not limited to:  
Yard work; separate and/or condense recyclables; help a sibling with schoolwork; house project; send letters and/or cards to seniors at facilities or to long-term hospital patients

### **Guidelines for 9-12<sup>th</sup> graders:**

Possible service activities for grades 9<sup>th</sup> through 12<sup>th</sup> include, but are not limited to:  
Teach sibling, relative or peer a new skill; volunteer with a local business/community organization; arrange and execute a community drive; clean-up a local park; participate in an elderly pen pal project; create how-to guided videos; serve as a \*student election officer (16+); \*donate blood (17+)

*\*application process and permission required*

**Non-Applicable Services:**

Activities that are not in accordance with ABLE's definition of "Service" are not eligible for consideration under the service program. ABLE reserves the right to determine whether a service is applicable. To determine, if a service is permissible please read the next section, Pre-Approval.

**Pre-Approval:**

Students in grades K-4 will work on class service projects through their homeroom teacher. All service inquiries for elementary students should be directed to the student's teacher.

Students in grades 5-12 who wish to determine if a service is appropriate should submit a description of the service using the following electronic form: <http://bit.ly/ablepreapprove> After completing the form students will receive a response via email which indicates whether the service is applicable and/or if an alternative service is suggested.

**Tracking & Submitting:**

When volunteering, time served can be entered into an electronic form ABLE has in place, at <http://bit.ly/ableserves> Students in grades 5-12<sup>th</sup> grade will be responsible for entering their own time served, while students participating in grades K-4<sup>th</sup> would be coordinated by their homeroom teacher.

**Incentives:**

K-4<sup>th</sup> – Free HW pass or extra game time for every 2.0 hours served, up to 8.0 hours.

5-8<sup>th</sup> – Certificate of Completion after completing 10.0 service hours. Free HW pass for every 5.0 hours served, up to 10.0 hours.

9-12<sup>th</sup> – A report outlining their time served. When applying for college, high school students are asked to note their community service efforts for all four years. Many colleges and universities review applications to determine if a student has engaged in meaningful activities and on-going activities outside of the classroom, seeking between 50-200 hours total. Volunteering can be added to college applications and a student's resume, as experience.

**Deadline:**

In the academic 2020-2021 school year, the deadline to participate in service is on before or by Thursday, June 3<sup>rd</sup>. In addition, all time entries should be entered by 11:59pm on June 3<sup>rd</sup>.