

**STELLER SECONDARY SCHOOL**  
**2508 BLUEBERRY**  
**ANCHORAGE, ALASKA**  
**(907) 742-4950    FAX (907) 742-4966**  
Web site: <http://www.stellerschool712.org/main/>

*“Only the educated are free”*  
*- Epictetus*



**Steller Alternative School is an Anchorage School District combined junior and senior high school. It was founded in 1974 by parents and teachers desiring an alternative learning environment for their children. Our teachers and aides, as well as numerous parent volunteers and student peer-teachers assist the three hundred students daily. Steller is part of the Anchorage School District and application to the lottery of Steller is made without regard to race, sex, religion, or geographic location of the home.**

## - - WHO FITS AT STELLER - -

The kind of person that we know from experience can emerge from this child-centered, humanistic, learning environment is:

- ∞ A responsible, responsive person...compassionate and empathetic to the feelings and needs of others.
- ∞ A person who sees others for who they are.
- ∞ A creative person, a self-disciplined, determined person...capable of making dreams become a reality.
- ∞ A person with an accurate perception and acceptance of reality.
- ∞ A person who recognizes and builds on personal strengths.
- ∞ A person who can learn anything he or she wants to learn and can function in any situation in which he or she chooses to function.

## - - STELLER STUDENT EXPECTATIONS - -

### **Steller Students –**

#### **Participate in their own education by**

Directing their education

Assuming responsibility for the consequences of their decisions

Nurturing their personal love of learning and persistently seek knowledge

#### **Show respect for other community members**

Are open to different ideas and opinions

Handle problems without violence

Uphold Steller's honor system

#### **Show respect for the school grounds and environment**

Keep the school building and grounds clean

Participate in school recycling

Respect all school property (No vandalism)

#### **Participate in the community**

Attend their Counseling Group meetings

Attend school meetings

Vote on school issues

Are willing to volunteer to help the school

## **- - STELLER PARENT EXPECTATIONS - -**

### **Steller Parents --**

#### **Participate in their student's education**

Keep an open line of communication with their student on school issues

Keep an open line of communication with the school

Are partners in helping the student to direct his/her own education

#### **Are involved in the community**

Attend community meetings and functions

Keep updated on school issues

Vote on Community issues

#### **Volunteer in the community**

Volunteer at least ten hours of their time each year at Steller

## **- - STELLER TEACHER EXPECTATIONS - -**

4/30/96

Recognizing that the success of Steller's unique program rests upon a shared philosophical belief that certificated staff responsibilities extend beyond the classroom, and at times the negotiated agreement, the following are recommended expectations of employment:

### **Classroom Responsibilities**

to expect to teach five classes with mixed age groups of grades 7-12 with a likelihood of 3 or more preps

to be flexible with both teaching and learning styles, sometimes within the same class, and be willing to adapt curriculum with the student's input

to actively demonstrate an "open-education" philosophy (through SDL's, independent studies, peer taught classes, student centered curricula)

to collaborate with others to foster staff development

to maintain an open line of communication with student, advisor and, when needed, parent

to create an atmosphere where everyone belongs and each student's unique learning needs are met

to accommodate for specific learning needs for special education students by cooperating with Special Education teachers and implementing goals

to solicit student feedback on a regular basis through mid-quarter and end-of-quarter evaluations

to be risk-takers- to try new things

to be flexible, versatile problem solvers

## **Advising Responsibilities**

- to be an advocate for a student or group of students in a variety of situations ranging from student -parent conferences to grievance hearings
- to maintain academic credit counts on an average of 25 advisee transcripts
- to be the parent liaison/contact for these 25 student advisees, making phone calls or setting up teacher-student conferences as necessary
- to serve as a role model, demonstrating leadership and involvement to counselees
- to collect homework assignments for absences
- to work with each advisee to schedule appropriate classes each quarter
- to refer advisee to appropriate community and district resources when needed
- to actively participate in weekly counseling group meetings and other activities as suits the C.G.

## **Decision Making Responsibilities**

- to be an active participant in “site-based decision making” (staff meetings/all school meetings/all community meetings)
- to operate under agreed upon staff norms of conduct
- to attend, in a timely manner, all regularly scheduled staff meetings (traditionally, 2x/week)
- to participate in the student, staff and principal selection process
- to collaborate in program evaluation and development
- to become involved in district, state and national levels of professional organizations
- to keep staff informed of professional activities at all levels when they may impact the school program and individual teaching responsibilities

## **Community Building Responsibilities**

- to be actively engaged in events/activities outside the scheduled school day, (for example, chaperoning dances, clubs, auctions, talent night)
- to participate in activity days
- to actively promote and participate in staff, student and parent committees, as they arise, as a participant, facilitator, guide or mentor
- to chair at least one committee per year
- to attend scheduled all- school and all-community meetings

- - **UNIQUE ASPECTS OF STELLER** - -

Steller offers trust, success, happiness, accomplishment & education.

Parents are invited to take an active role in their student's learning and Steller provides opportunities for parents to teach their special skills to other Steller students.

Steller is governed by an Advisory Board, made up of elected parent, student and teacher representatives. This board is responsible for setting policy and deciding how the requirements of the Anchorage School District and the State of Alaska will be met.

Lockers are located in classrooms. Ask another student or teacher for help in finding one.

Students are expected to attend school. If a student is going to be absent, we request that the parent/guardian call the office before noon.

All teachers serve as advisors. Your advisor will help you with planning your schedule and with problems or questions you have, any time. Your advisor will usually be the staff member who interviewed you. If you wish, you may change advisors by simply asking the two staff members involved in the change. Changes may be made during the first 5 days of the quarter.

Pride in our school means there is no graffiti in the bathrooms, no vandalism, no violence, and no discrimination. We love Steller and hope you will too. Help keep it comfortable and clean. Clean up messes whether they are yours or not. Help those in need. Involvement in classes, in counseling groups, in activities, in peer teaching, in helping other students, in helping staff will make Steller a valuable experience for you and for everyone around you.

Trust is very important at Steller. Student lockers and rooms are not locked. The people here will respect your rights and property. They will expect the same from you.

Field trips - Steller considers Anchorage it's classroom and encourages frequent field trips.

Counseling groups - Everyone belongs to a counseling group. They meet regularly to allow students time to interact, communicate, and help each other in goal setting and self-evaluation. They are set up in a family group environment with students from the seventh through twelfth grade in each group. During counseling groups students are encouraged to share their thoughts, their opinions, their plans, and their successes related to learning and life. Also, representatives to the Advisory Board make presentations and gather student opinions on issues.

*Steller students have additional opportunities for learning and earning school credit:*

**All-school meetings** - These are gatherings of all students and teachers to celebrate joyous occasions and to discuss and solve problems. It is a time to inform the community, as a whole, of events and concerns.

**Community involvement (CI)** - By doing volunteer work in the Anchorage community, a student can earn class credit. Assisting teachers in the elementary schools, working on political campaigns, and community cleanup programs are popular choices.

**Independent study (IS)** - If a particular class or topic is not offered in the regular program, a student may design an independent study class with a teacher. A contract is drawn up which specifies goals, products, evaluation, grading, and conference times.

**Peer taught classes (PT)**- Knowledgeable, responsible students teach classes with the support of a staff sponsor. Credit is granted for taking or teaching a peer taught class.

**Self-directed Learning (SDL)** - All students are encouraged to take at least one self-directed course of study each semester. This allows students to explore areas of personal interest. These areas may include further inquiry into concepts introduced in the regular course curriculum or subjects not presented within the regular curriculum. SDLs also create an avenue for students to design their own program to meet graduation requirements.

Self-directed learning is a contractual agreement among student, teachers, and parents. Students set their own goals, identify needed resources, using a variety of strategies to learn, and participate in the evaluation of their learning. A presentation to others or some alternate form of sharing is encouraged and considered an important part of the SDL module. *The teacher serves as mentor, guide and resource for the student.*

**Teacher's aide (TA)** - Students who assist teachers, the librarian, or the Administrative Assistant in the office can earn class credit. Dependability is essential for this job.

Other schools - Steller students may have the opportunity to attend classes for part of the day at their home school. Romig, West, or any other Anchorage High School, the King Career Center, or the University of Alaska. Students may join a school athletic team, band, or chorus at another school.

Students take their independent learning skills with them to college, the work force or where ever they may go. Classes offered range from basic reading and math skills to chemistry, physics and philosophy and calculus.

Scores on the California Achievement Tests are frequently higher than any other Anchorage school, and the average score for Steller's seniors continues to be in the top ten percent, nationwide.

There is no lunch program,  
no busing,  
no athletic teams.

There are no bells at Steller,  
no security personnel in halls.  
no detention rooms or

pass systems because of our belief in the integrity of the individual. Year after year, Steller has demonstrated that students who are allowed to practice their own responsibility become far more skillful at decision-making than students who have their entire school day directed for them.

#### **- - THE STELLER COMMUNITY - -**

The Steller community includes all the currently enrolled Steller students, their parents, staff members, alumni, and the Steller principal. The parents who take the time to become involved, even briefly, show their children that they value school and learning. These parents also give the staff members the precious gift of respect and caring.

#### **- - STELLER'S HISTORY - -**

Steller was established by the Anchorage School District in 1974 in response to a proposal from the Committee of Alternative Secondary Education (C.A.S.E.). This group consisted mainly of parents of Chugach Optional Elementary School students who were interested in having their children's education continue in an open, alternative setting. The school was named after Georg Wilhelm Steller, a German naturalist who traveled with Vitus Bering on his voyage of exploration to

Alaska, in 1741. He became the school's namesake because of such personal traits as independence, love of knowledge, courage, and a pioneering spirit.

Steller was located in the old North Star Elementary building for nine years. In the early 1980's, due to the political activity of Steller parents, the Alaska Legislature approved the funds for the total remodeling of the building and a new gym/drama facility. In 1992, our auditorium was redesigned and rebuilt after a structural failure.

### - - - PHILOSOPHY - -

Steller is a school devoted to an educational setting which fosters the creation of independent, courageous people capable of dealing with the shifting complexities of the modern world, it runs on the energy and excitement of people who have committed themselves to self-directed learning. With the support of parents and staff, it attempts to help provide students with a humane education based upon freedom and responsibility.

The underlying idea of the school is that responsible freedom is a supreme good; people, including young people, have a right to this freedom. People who are encouraged to pursue their own path will, in general, be more open, more humane, more knowledgeable than people who are directed, manipulated, and ordered about.

We believe that every student should be free to establish his or her own path to becoming a more fully self-sufficient person. We recognize that this search takes place in the context of an interdependent world, and that part of this quest involves the recognition of each individual's role/responsibility in the larger community.

Students are responsible, to the extent each is capable, for defining their own educational goals, selecting or devising a course of study to achieve these goals, and working to fulfill these goals. They are also responsible for assisting in the continuous evaluation of their performance in relation to these same goals.

### **Implementation**

*Essential to the development of the Steller Alternative program are the following goals:*

- 1. to demonstrate that the heart of education is process, not product. It is not\*merely preparation, but life itself,*



2. *to provide a self-directed learning experience consistent with students' need and expressed desires,*
3. *to employ teachers and other staff who are committed to a more personalized education in order to facilitate self-directed learning,*
4. *to promote appreciation and a greater awareness of cultural diversity and similarity through cross-cultural exchange of learning,*
5. *to operate as a source of information for teachers, administrators, and the public on programs characteristic of self-directed learning,*
6. *to provide an opportunity for participation by parents, students, staff, administration, and community,*
7. *to develop a sense of community among all participants in order to encourage co-learning and reciprocal inspiration,*
8. *to integrate youth with the life of the local and global community for their mutual benefit,*
9. *to offer diversified counseling services to all students in the process of developing their academic, social and emotional self-sufficiency,*
10. *to help students acquire skills needed to cope with practical aspects of adult life,*
11. *to provide an educational opportunity wherein classes taught by staff are supplemented by professionals, parents, students, and a wide variety of others, limited only by student interest and staff potential in the Anchorage community.*

\*This is taken from the 1973 CASE report (Committee for Alternative Secondary Education), which led to the development of Steller Secondary School, it has been read and reaffirmed by the entire Steller staff.

#### **Essential Beliefs Based on Steller's Philosophy**

1. To demonstrate that the heart of the education is process, not product. It is not merely preparation but life itself.
2. To provide a self-directed learning experience consistent with the students' needs and expressed desires.
3. To employ teachers and other staff who are committed to a more personalized education in order to facilitate self-directed learning.
4. To promote appreciation and a greater awareness of cultural diversity and similarity through cross-cultural exchange of learning.
5. To operate as a source of information for teachers, administrators, and the public on programs characteristic of self-directed learning.
6. To provide an opportunity for participation by parents, students, staff, administration, and community.

7. To develop a sense of community among all participants in order to encourage co-learning and reciprocal inspiration.
8. To integrate youth with the life of the local and global community for their mutual benefit.
9. To offer diversified counseling services to all students in the process of developing their academic, social, and emotional self-sufficiency.
10. To help students acquire skills needed to cope with practical aspects of adult life.
11. To provide an educational opportunity wherein classes taught by staff are supplemented by professionals, parents, students, and a wide variety of others, limited only by student interest and staff potential in the Anchorage community.

**- - STELLER POLICIES - -**

**Dance Guest List Policy**  
Approved 11-9-98

Students must sign up a guest for a Steller dance by noon the last school day before the dance. Guests must be in good standing at their home school, if guest has a home school. Guests must have a current ID. The Steller student who signed them up for the dance must accompany guests. Steller students are responsible for the behavior of their guests.

**Drug/Alcohol Policy**  
Use of Drugs/Alcohol

Steller will follow the Anchorage School District Drug and Alcohol Policy as directed in the Anchorage School District student handbook.

*Drugs and Alcohol at School Dances*

Possession, use, or sale of alcohol or illegal drugs is prohibited at Steller dances. If the principal or a staff member has any evidence of use or possession or of a student being under the influence of drugs or alcohol at a dance, the dance will be closed immediately. For example: if a student comes to a dance with alcohol on his/her breath, the dance will be closed.

**Grievance Committee Policy**  
Approved 5-4-95

All grievances must be submitted to the principal in writing within five (5) school days of the alleged act or problem. The principal may make a decision at this stage. Those grievances requiring immediate action will be heard within three (3) school days of written notice. The principal will establish grievance hearing times.

The Grievance Committee will consist of two parents, two students, and one teacher. The Steller student body will elect the student members. Interested persons (teachers, counselors, witnessed, etc.) will be allowed to testify before the Committee within a limited time frame. All decisions of the Grievance Committee will be distributed to the interested parties within two (2) school days following the hearing.

#### **Orientation Policy**

Approved 3-15-01

All new-to-Steller students will participate in a three to four day orientation class before regular classes commence in the fall. This program shall be developed and implemented by students and staff using the Orientation Handbook. New to Steller parents are strongly encouraged to attend an orientation program, which will be developed and implemented by parents.

#### **Phone Policy**

Passed May 3, 1999

Having a phone in the lounge is a privilege not a right. The phone in the lounge is not there to be misused or abused. The phone is to be used to:

Make phone calls to set up plans or appointments.

Call to order lunch.

Call for a ride or to set one up.

To talk and have a pleasant conversation with someone.

Any student, staff member, or member of the community has the right to use the phone. But there is a time limit on use when others are waiting to use the phone.

The time limit on the use of the phone, when others are waiting is 5 minutes. The person using the phone has to respect others waiting to use the phone by keeping track of his or her time. Others waiting to use the phone have to respect the person who is using the phone.

#### **Misuse of the phone:**

Damage to the phone, phone jack, or wiring

Prank calls

Anything that someone may deem inappropriate.

Misuse or damage to the phone falls under the ASD's vandalism policy. Any person(s) caught misusing or abusing the phone will be punished. Any person(s) caught will be subject to the punishment of work detail. The principal will determine the amount of hours. If a person has a third offense of misuse or abuse of the phone then the phone will be taken away for a total of two weeks. If it is reported that the phone has been misused or abused, and the guilty party has not been caught then the phone will be taken away for a total of three weeks, or until the guilty party comes forward. When the phone is to be taken away it will be announced in OP-group to be noted in the minutes. When the phone has been taken away the office phone cannot be used, unless you ask the staff member that is in charge in the office. It will be at their discretion to make the decision on whether or not you can use the phone.

#### **Pledge of Allegiance Policy**

Approved 11-13-00

Steller Secondary School will offer the Pledge of Allegiance to the flag during the weekly counseling group meetings. Students and staff have been advised of their right not to participate in the Pledge of Allegiance. Students and staff must either recite the pledge or maintain a respectful silence. (School board policy 450) HB 192, Pledge of Allegiance Legislation.

#### **Poster Policy**

Members of the community have the right to put up posters in order to express concern, raise issues, or share information. It is expected that their authors will sign all posters and comments on posters.

#### **Probation Policy**

(Applies to all Steller students.)

The Steller philosophy encourages students to define their own educational goals and fosters responsible freedom. Students who are having difficulty balancing these two concepts may be candidates for probation. At Steller Alternative Secondary School probation is a constructive process designed to support and shape student behavior and academic performance in a direction favorable to the individual student and to the climate of the learning community. On probationary status, a Steller student will be subject to closer monitoring and greater restriction of privileges than a student in good standing. Conditions of the probation will be documented in a written contract.

#### **Initiating Probation**

Probationary status may be recommended by the student's advisor at the request of any staff member, the student's parent(s)/guardian(s), or the student them self. If a majority of the staff agrees that action is warranted, the student will be placed on probation. A request for probation may be based on any of the following conditions:

1. The student has earned a GPA of less than 2.0 for the previous semester.
2. The student has not passed 5 classes in the previous quarter, 4 of, which were academic classes or 10 classes in the previous semester, 8 of which were academic classes. (Academic classes include: all math, science, social studies, language arts, and foreign language classes.)
3. A new student is recommended for probation by the interviewing team based on the student's interview, previous academic performance, application and/or teacher recommendations.
4. The student has not met the following behavioral expectations of Steller students:

- ® Students are expected to attend classes, including counseling groups.

- ® Students are expected to use class time productively and to participate positively in class activities.

- ® Students are expected to behave with respect and consideration for others.

Such expectations include the appropriate use of language and respect for the rights and property of others. Examples of failure to meet behavioral expectations are a pattern of unexcused absences, unproductive use of class time, or engaging in behaviors that are disruptive to the learning of others.

### Probation Meeting and Contract

The terms of the academic or behavioral probation will be established in a meeting between the student, their parent(s)/guardian(s) and their advisor. Other staff may participate when appropriate. In unusual cases, the meeting may take place by telephone. The terms of the probation will be written into a probationary contract which outlines expectations for the student during the probationary period and which may include provisions for maintenance of the contract. Unless specified in the contract, the probationary period will last for an entire semester.

The student, a parent/guardian, and advisor will sign the contract. The advisor will forward a copy to the principal within 24 hours of its completion. In the event that the parties can't agree on the terms for probation, the principal will

intercede and facilitate an agreement, or at his/her discretion, impose conditions.

### Evaluation and Ending Probation

At the end of the semester, or no later than the first week of the new semester, the advisor will convene a meeting of the original parties to review the student's performance regarding the probationary contract. The group will decide on one of the following actions:

- ® Remove the student from probation, or
- ® Continue the probation under a new or extended contract or
- ® Recommend a more appropriate educational placement

No student shall be placed on probation more than twice during his or her career at Steller. This would include a continuation of probation. If after two probationary periods a student has not attained good standing, either academically or behaviorally, transfer to another school or all parties should seriously consider program.

### **Visitor Policy**

Approved 11/20/00

Parents of Steller students and Alumni are welcome anytime before, during and after school. Anyone who visits the school must check in at the office, and sign in the yellow logbook. A Steller student may arrange to sponsor a student visitor with prior written approval of all the teachers involved, the Steller principal, the visitor's parent or guardian, and the visitor's home school. The principal or any staff member may refuse anyone the right to visit and may ask anyone who is visiting to leave.

### **Intensive Travel Policy**

The Steller Intensive Travel policy is to encourage state, national, and international travel as a form of experiential learning. There will be a coordinated travel program to design and expedite student/staff travel and thereby help to facilitate as many trips as the Steller community deems desirable.

### Coordinated Travel Program

By fourth quarter registration of each school year: the Steller staff will announce teachers traveling for the next school year and encourage students to contact teachers with ideas. Teachers and students will generate a list of possible trip locations to be considered by Op Group/Staff. The Steller Travel Committee will develop a priority schedule of trips for the following academic year. Each participating trip member will require a \$100 nonrefundable

deposit at a time designated by the trip leader. Travel for intensives will be restricted to four trips during the school year.

All staff members should have the opportunity to lead a trip. Staff will be selected to lead trips on a rotating basis. Priority will be given to teachers based upon seniority at Steller. An opportunity for a trip with academic merit may arise and be considered by the staff outside these guidelines, depending on the impact of student numbers on the existing classes. Trip costs overall should be kept as economical as possible. Whenever tour company checks are given to the trip leader, they should be issued to Steller School.

### Trip Leadership

Leading Teachers will have responsibilities and authority for trips as follows:  
Complete the form required by the Anchorage School District for out-of-district travel approval. If academic credit is to be given, summer trips need to meet the same criteria for accountability as trips held during the academic year.  
Develop budget for fees and travel costs based on number of students attending.  
Recruit parent chaperones.  
Coordinate travel with trip vendor (if there is one)  
Meet with parents to disseminate information on the trip and ASD policies.  
Collect deposits and moneys for the balance of the trip and deposit in Steller trip account.  
Request payments for vendors from trip account.  
Meet with chaperones and second teacher to review expectations  
Have the final say on the student body composition.  
Keep receipts for all moneys spent and all trip expenses.  
Attend required ASD travel training, including Principal Designee Training.

### Number of Students per trip

The minimum number of students on a trip during the academic year will be ten. There will be no minimum number of students on summer trips. The teacher(s) leading each trip will determine the maximum number of students.

### Student selection for trips

If more students apply for a trip than the maximum set by the leading teacher(s), the selection of participants will be at the discretion of the teacher using the following guidelines:  
completion of any specified prerequisite courses  
completion of trip application

preference given to students of higher grade (i.e. seniors have preference over juniors)  
preference given to students with less travel experience.  
preference given to students not on behavior probation.

Chaperones shall be:

Selected by the trip lead teacher.  
Bound by professional ethics of the ASD,  
At least 21 years old and should be the parent or guardian of a student participating in the trip.  
Will be provided with a list of expectations and a contract.

Travel Scholarship Fund

A scholarship fund exists which supports the Steller Travel Program and is intended to provide scholarships for those students who do not have the financial resources to participate in travel without assistance. It is not to be used to lower the cost of the trip for all students. Proceeds from fundraising efforts will be contributed to this general scholarship fund and not designated for specific trips.

Scholarships

A scholarship committee comprised of at least two non-traveling teachers selected by the staff, and the principal will award scholarships. No students or parents will be members due to the confidential financial matters involved. All scholarships award amounts will be confidential.

The scholarship committee will determine the number of scholarships available for each trip, depending upon available funds, trip costs, and the number of students showing financial need. Twenty-five percent of the funds in the travel account will be carried over to the next year, or a minimum of \$2,000.

Scholarships will be awarded in the form of matching fund grants with no scholarship covering more than 50% of the trip cost. Applicants are expected to participate in ALL fundraising activities. All scholarships will be need based as determined by answers given in the student's trip application. In case of equal need, merit will be the deciding factor. Merit will consist of GPA, academic load, extracurricular activities/leadership, and community leadership.



An ongoing, year-to-year record should be kept by the principal of all scholarship recipients, and read at an appropriate staff meeting. Trip leaders will encourage students to apply for travel scholarships.

### Teacher Expenses

In the case where teacher expenses are not calculated by a third party tour guide company, student funds, not to exceed 10% of the total trip cost, will pay for the teacher's transportation, lodging, and share of group food. Teachers will pay for their own meals at restaurants and any personal spending.

### Travel Committee

An Ad Hoc Travel Committee shall be appointed by the Advisory Board as needed to hear student appeals related to the travel program or to address problems with implementation of this policy or the Travel Program.  
approved 5/16/02 by AD board

## **- - OTHER ASPECTS OF STELLER - -**

### All-School Activities

A schedule of all-school activities will be developed to include:

- An orientation day or days at the beginning of the school year.
- At least one overnigher during the year.
- An end-of-year activity.
- A Steller Olympic activity.
- A dance each month, including a winter & spring prom

### Quiet Area

The Steller library will be designated as a quiet study area from 8:00 am to 3:30 pm.

### Personal Stereos

During class time, those students wishing to play personal stereos in the hallways or in the lounges must wear earphones. The only stereo which does not require earphones is the “community” stereo located in the lounge. Individual teachers are encouraged to establish stereo-use policies for their own classrooms.

### **Committee Stereo**

A stereo will be permitted and maintained in the student lounge subject to the following conditions:

Music on the stereo may only be played at a volume, which cannot be heard in the classrooms. All community members should share use of the stereo. Those who use the stereo are asked to respect the policy and assure that equal access is maintained. Students, staff or parents having problems related to content, volume, or accessibility regarding the stereo that cannot be dealt with at the individual level should take their concerns to the Operational Group. The Operational Group is expected to act to enforce the policies regarding the stereo and work to achieve fairness of its use. This Group has the right to remove the stereo if it deems it necessary.

### **Parent/Counselor/Student Conferences**

Advisor/student conferences will be held at the beginning of each quarter to help track the student’s academic progress. Parent/advisor/student conferences will be held for students throughout the year as needed. The parent, student or advisor can request a conference at any time based on student need or concern. Returning students may also request a conference at this time, but it is not required.