



Parent-Student Handbook

Scholarship Prep South Bay
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This book belongs to: _____

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SCHOOL INFORMATION

Leadership

Board of Directors

Dr. Charles Friedrichs, Chairman
Carrie Birchler, Member

Taryn Burgess, Secretary
John Ing, Treasurer

Crystal Madaule, Member
Dr. Bianca Guzman, Member

Site Administration

Principal: Name

Dean/AP: Name

School Day

Scholarship Prep School Day

School Hours (M-Th):

Minimum Days (including all Fridays):

Office Hours:

8:15 a.m. - 3:15 p.m.

8:15 a.m. – 12:15 p.m.

7:30 a.m. - 4:30 p.m.

EDUCATIONAL PHILOSOPHY

Mission

We are committed to providing a university-inspired pathway of success while closing the achievement gap for all students, including foster youth and those underserved. We believe in establishing a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student achievement.

Vision

Scholarship Prep seeks to establish a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student achievement.

Targeting all students, with a data-driven emphasis on making a dramatic and sustainable impact on foster youth and underserved populations, our students will promote from our school prepared to serve their communities and achieve to their greatest capacity.

Collegiate-Focused

Scholarship Prep's collegiate-inspired environment is designed to motivate our students to not only attend school, but also to excel. Each classroom is represented by a university, such as Harvard or UCLA, which is selected based on collegiate student-athlete academic performance and graduation rate.

Weekly Pep Rallies with the entire student body help promote camaraderie, competition, and school pride. At any given Pep Rally, Scholarship Prep students can be seen wearing their university attire, chanting their university's fight song, or watching their fellow students demonstrate their talents.

INSTRUCTIONAL PROGRAM

Overview

Scholarship Prep's curriculum is aligned with the California Common Core State Standards (CA CCSS). As necessary, teachers supplement the curriculum to meet student needs.

Special emphasis is given to the four core curricular areas of English Language Arts and Literacy ("ELA/Literacy"), Mathematics, Science, and Social Studies. Scholarship Prep provides a challenging program that is structured for high academic achievement and long-term success.

Project-Based Learning

Scholarship Prep utilizes a Project-Based Learning (PBL) model to guide and monitor student learning. As a PBL modeled school, Scholarship Prep teachers utilize digital content and instructional technology to create a unique classroom environment, which allows students to grow as independent learners while the teacher focuses on group and targeted, differentiated instruction.

PBL is a teaching strategy that uses real-world learning activities to engage student interest and motivation. In PBL, students collaborate, problem-solve, make decisions along their journey, create something new, and present their work. Projects are designed to address essential questions or problems that represent experiences people encounter in the world outside a traditional classroom. Teachers are the facilitators of learning, guiding students through a structured project plan, incorporating multiple learning methods.

One of the goals of PBL is to engage students' deeper learning, asking them to grapple with concepts from many different perspectives. PBL is an effective vehicle to teach students 21st Century skills, like communication, collaboration, organization, time management, research, self-assessment, and reflection skills.

Electives: Athletics & Arts

Scholarship Prep aims to create scholarship pathways for our students utilizing rigorous and high quality instruction in academics, athletics, and the arts. All students choose electives in athletics and/or arts to participate in during their extended lunch period that align to their interests and talents. We believe that all students have innate talents and through our electives program, they have the opportunity to refine and enhance their skills through advanced instruction from experts in the field. Electives may include soccer, basketball, studio art, music/choir, and more. From one year to the next, students may decide to try their hand at a new athletic or art endeavor, or continue with their scholarship pathway.

Research has shown that physical activity is associated with improved academic achievement, including grades and standardized test scores. Further, such activity can affect cognitive skills, attitudes and academic behavior, including enhanced concentration, attention, and improved classroom behavior. The same is true for the arts. Participation in arts-based activities helps students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement.

World Language Instruction - Spanish

Learning a world language is a key component to the uniqueness of our instructional program. Scholarship Prep understands the necessity of foreign language acquisition from the global perspective.

Therefore, to ensure our students have the greatest opportunities to compete in the global economy of the 21st century, our selected world language is Spanish. Spanish is the most spoken non-English language in the United States, with nearly 35 million more speakers than Chinese (the next highest). Additionally, more than 28% of California's population lives in a household in which Spanish is spoken. We adhere to a culturally responsive pedagogy and Spanish instruction can be crucial to meeting the needs of the community.

Technology

Students at Scholarship Prep will have access to a Chromebook and/or other technology. In order to be able to access and continue using technology, students and their families will be required to submit a *Technology User Agreement* each school year.

Acceptable Use of Technology

Students at Scholarship Prep are expected to use school technology and all electronic devices responsibly and in the manner intended. The *Technology User Agreement* is signed by students and parents each year, providing the guidelines by which students are bound when using school technology.

All students are expected to:

- Use the Scholarship Prep-approved applications (apps) only;
- Never install any software or applications without permission or change the system already installed on the device in any way without permission;
- Access, post, submit, publish, communicate, transfer, send, receive or display appropriate content only;
- Keep personal account numbers, passwords, and personal information private;
- Use only personal usernames, passwords, and electronic mail (e-mail) or files;
- Act responsibly according to the Behavior Policy;
- Follow the teachers' directions regarding charging the Chromebook;
- Keep food and beverages away from Technology;
- Use the device only as it was intended; and
- Store and use Technology safely to avoid loss or damage.
- Students assume full responsibility for reporting any security and/or maintenance of their own chromebook. Should chromebooks be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay a replacement fee before a new chromebook is issued or at the end of the academic year.

HIGH STANDARDS

Scholarship Prep believes that every child can rise up to the expectations of the primary adults in their lives. We establish a positive, caring atmosphere where students feel safe and successful while being held to high standards of behavior at all times. A strong school culture of high expectations is the foundation of student success.

All students are expected to follow school dress code and practice common courtesies (please, thank you, and proper greetings), use good table manners at recess periods, and learn how to converse respectfully with their peers and with adults. All of the school's high expectations are explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors are rewarded, serving as a model for peers.

Dress Code

It is the intent of Scholarship Prep that students be dressed and groomed in an appropriate manner that will not interfere with, or detract from, the school environment or disrupt the educational process.

The expectation for student attire and grooming is based on a desire for self-expression, safety, and respect for other students' right to learn. Student attire is based on our school dress code and should reflect pride and attention to personal cleanliness.

Please take note of the following highlights:

- University or Scholarship Prep hats or caps are allowed for outdoor use only;
- College/University logo shirts are acceptable and encouraged on Fridays; and
- Clothes and belts must be the appropriate size and length when worn.

The following clothing items beyond the school dress code are considered inappropriate and are not permitted:

- Flip-flop or thong-type foot attire;
- Tattered clothes;
- Outerwear containing emblems, printing, lettering or pictures pertaining to drugs, gangs, alcohol, smoking, sex, or profanity;

As fads and fashions come and go, in all cases, the administration makes the final decision.

Dress Code

Students are expected to come to school in white or navy blue polo shirt with the Scholarship Prep logo and blue-colored or khaki-colored slacks, shorts or skirts. Sweatshirts and/or jackets must be "Scholarship blue," navy blue, gray, or white and cannot be distracting in design. Clothes must be the appropriate size, with the waist of the garment worn at the student's waist. Clothing that is too tight or too loose is not appropriate. Hoods on sweatshirts and hats may not be worn at any time inside of classrooms. Open-toed shoes are not permitted at schools. If students arrive to school out of dress code, a loaner will be provided and must be returned to the school. Scholarship Prep will support families that face individual hardships with adhering to the school dress code.

Additional Information regarding the required dress code can be found in the school office.

Care of Instructional Materials

Students assume full responsibility for the security and maintenance of their own textbooks. Should books be lost, stolen, damaged, or defaced after issuance, that student will be required to pay a replacement fee before a new book is issued or at the end of the academic year. Students are required to keep textbooks covered and in good condition. Students may not write in or deface their textbooks. All instructional materials, including teacher's manuals, films, DVDs, CDs, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students.

Academic Integrity

Scholarship Prep faculty and administration believe in academic integrity and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments.

Examples of Academic Integrity Violations include, but are not limited to the following:

1. Downloading information from the internet and not citing appropriate sources
2. Unauthorized assistance from a peer on an exam
3. Using a non-permitted device (calculator or cell phone) on an exam
4. Copying
5. Requests to copy from peers to copy their own work

Academic Integrity violators will receive disciplinary repercussions such as an office referral and/or suspension at the discretion of the school site principal or designee.

CHARACTER EDUCATION

The Pyramid of Success

The mission of the Scholarship Prep School-Wide Positive Behavior Intervention and Support (SWPBIS) system is the creation of a culture by which every student adheres to the core tenets of citizenship, leadership, and character. Through a partnership with Harper for Kids, the Pyramid of Success, first created by famed UCLA Basketball coach John Wooden, is interwoven throughout our school, both instructionally and visibly, always reminding our students of the expectations that have been set in order for success to be achieved. The key character traits our Scholars are expected to strive towards include: Personal Best, Poise, Confidence, Fitness, Skill, Team Spirit, Self-Control, Alertness, Action, Determination, Hard Work, Friendship, Loyalty, Cooperation, and Enthusiasm. At Scholarship Prep, character instruction permeates every subject and is part of the daily schedule; teachers also weave the character traits into their direct instruction.

The SWPBIS system at Scholarship Prep is designed to ensure that each student has the opportunity to learn in a safe and secure environment, as well as meet the expectations set forth by the Pyramid of Success. Our aim is to develop responsibility, good citizenship, and respect for others. Each teacher has standards for classroom behavior and an appropriate reinforcement system, which are communicated to parents at the beginning of the year at Back to School Night. The Administrators discuss and model these expectations at grade level assemblies at the beginning of the school year. All the school's high expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students, and positive, expected behaviors will be rewarded, serving as a model for peers.

Character Rewards

Success Tickets

When a staff member observes a student doing something that exemplifies any of the traits on the Pyramid, they will fill out a "Success Ticket." Success Tickets can be given to students who display outstanding sportsmanship and helpfulness on the playground and while on campus.

Character Consequences

Scholarship Prep has a discipline plan in place that may include day-to-day discipline such as school detentions, suspensions, and guidelines for suspension and expulsion.

Disciplinary options available to the teachers include: student reminder, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet

their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place.

Office Referral

Any student receiving a verified office referral can earn no higher than a "C" in conduct for the trimester. The student must meet with the school principal/administrative designee, and the parent(s)/guardian(s) will be contacted. The office referral will indicate the reason for the referral, teacher comments (including the reason for the referral), action/recommendations, and administrative comments. The parent(s)/guardian(s) must sign the office referral and return it to school the following day.

Restorative Practices

Scholarship Prep firmly believes in the power of Restorative Practices to build community, nurture positive relationships, prevent wrongdoing, and repair harm. We will actively implement restorative practices to move away from the traditional punitive or permissive discipline systems. The three main restorative practices that will be utilized are:

- Restorative Conferences: problem-solving and forward-looking meetings between the offender(s) and victim(s) as well as their family and friends, as appropriate;
- Circles: a variable meeting facilitated (but not led) to resolve conflict, heal, develop relationships, or prevent wrongdoing amongst a larger group of people; and
- Affective Statements and Questions: reframing of direct conversations to communicate people's feelings and the impact of actions.

Restorative Practices also provide an alternative to suspensions. Our discipline and consequence system is designed to develop citizenship, leadership, and character while having students take responsibility for their actions. The use of Restorative Practices will allow for offended students to be made whole and for offenders to realize the impact of their actions without the need for suspension and missed instructional time. Research projects on citizenship, parent meetings, daily conduct logs, class presentations on leaders and leadership traits, counseling sessions, and restorative conferences will serve as alternatives to suspensions as appropriate.

School Jurisdiction

All students are held accountable to all school rules and policies while under the school's jurisdiction. The school's jurisdiction is defined as:

- School grounds and property;
- Travel to and from school; and
- Any school sponsored event or activity, including travel to and from (i.e. athletic events, performances, field trips, etc.).

Suspension & Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period; d) during, going to, or coming from a school-sponsored activity.

Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be

more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

Suspension length is determined by the administrator based on the infraction and the maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing. Students on suspension pending an expulsion hearing may request that academic work be made available for pick up at the office.

Expulsion

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the Principal. The Hearing Officer will be assigned by the Executive Director as needed, and shall be an executive administrator from Scholarship Prep that is not directly involved with the student's disciplinary process. The Hearing Officer may expel any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing, which will be recorded in the case the expulsion is appealed, to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school-days after the Principal determines that the Pupil has committed an expellable offense.

The comprehensive Suspension & Expulsion Policy can be provided upon request and is found in our charter petition.

Due Process

A student or the student's parents/guardians may appeal those disciplinary actions imposed upon a student for school-related offenses.

- A. Appeals must be made first in writing at the school level and should be directed to the Principal within ten (10) school days. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- B. After appeal at the school level, if a further appeal is desired, the appeal should be made to the Scholarship Prep Board of Directors within fifteen (15) school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Personal Property

Scholarship Prep is not responsible for any loss or damage to personal items.

Items not Allowed on Campus:

Certain items are not allowed at Scholarship Prep because they interfere with learning. If brought to campus, they will be confiscated. All confiscated items will be kept until the end of the school day or may be held until picked up by a parent/guardian. These items include laser pointers, permanent markers, electronic games, and still or video cameras (allowed with permission for academic purposes only.)

Cell Phones

Cell phones may be used before and after school ONLY. They must remain turned off and out of sight during school hours (including during the after school program). If students' cell phones are observed and/or used during school or the after school program, they will be confiscated and will be held for a

parent to pick up. Parents wishing for students to possess a cell phone at school agree to the following guidelines:

1. Cell phones may not be used during school hours on school property under any circumstance.
2. Cell phones that are in use will be confiscated and may be held until release to a parent/guardian.

Exemptions for cell phone use include emergency situations involving the health or well-being of the students. All emergency situations require prior administration approval to use or an IEP requiring use of a smartphone.

Lost or Stolen Items

Students are responsible for any personal items they bring to school and must watch their belongings carefully.

Lost and Found

Items that have been found should be returned to the office. Students who have lost an item at school may come to the office during break or after school to check lost and found articles. Items in the Lost and Found will be discarded periodically.

School Property

Scholarship Prep authorities may inspect and search school property and equipment owned or controlled by Scholarship Prep (such as lockers, desks and parking lots), without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas.

Seizure of Property

If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or the school's rules, such evidence may be seized and impounded by administrators, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

BULLYING PREVENTION

We are committed to providing a safe, positive, productive, and nurturing educational environment for all students and members of the Scholarship Prep community. Scholarship Prep will not tolerate behavior that infringes on the safety of any student. Scholarship Prep has many policies and programs in place that help create an environment that is proactive in preventing—and addressing, as needed—harassment, intimidation, and bullying.

Bullying is prohibited and is grounds for suspension or expulsion. Bullying is defined (according to AB 1156) to include **severe** or **pervasive** conduct, including cyberbullying, that can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student in fear of harm to the student's person or property;
- Causing a reasonable student to experience substantial interference with his or her academic performance; or
- Causing a substantial detrimental effect on a reasonable student's physical or mental health.

Cyberbullying is bullying that takes place using electronic communication technology such as cell phones, computers, and tablets as well as communication tools including social media sites, e-mail,

web applications, and text messages. In some cases, cyberbullying is a single child sending a hurtful text to another child. But it can also be a group of students posting hurtful things about another student on a social media website.

Cyberbullying includes but is not limited to:

- Sending mean emails, texts or instant messages to students;
- Threatening or intimidating another student online or in a text message;
- Posting hurtful statements about a student on social media platforms;
- Pretending to be another person by creating a fake online profile;
- Taking an embarrassing or sexually explicit photo of a student and/or sharing it without permission; and
- Sending repetitive neutral messages to someone a student in a harassing manner.

Victims of cyberbullying may experience many of the same effects as children who are bullied in person, such as impacted academic performance, low self-esteem, or depression. However cyberbullying can seem more extreme to its victims for several reasons, including:

- Cyberbullying can be harsher. Often kids say things online that they wouldn't say in person;
- Cyberbullying can have a greater impact on children as they can receive bullying communications at home. Being bullied at home can take away the place children feel most safe; and
- The impact of cyberbullying can be devastating due to how easy it is to share bullying communications. Children are able to send emails or make posts on social media about a student and it can be easily shared with classmates and a larger public audience. The student who is targeted may feel publically humiliated since the viewing audience is virtually limitless.

Prohibition

Scholarship Prep will not tolerate behavior that infringes on the safety of any student, including the bullying, harassment, intimidation, and cyberbullying of any student. Students who engage in bullying or cyberbullying may be subject to disciplinary action up to and including suspension and expulsion.

Scholarship Prep can discipline students for any acts that occur on-campus (e.g., student sends bullying texts to another student during school hours). A student may also be disciplined for off-campus bullying or cyberbullying if it meets the definition above and substantially disrupts another student's instructional environment.

Prevention

Scholarship Prep staff will receive annual training on the Pyramid of Success character education program, restorative practices, this policy, the Student Suspension and Expulsion Policy, and strategies to raise the awareness of children and school staff regarding harassment, intimidation and bullying. Additionally, each teacher at Scholarship Prep implements a classroom management plan that addresses inappropriate behavior including bullying. Teachers discuss/review their plans with their students throughout the year.

Parent-Staff Interactions

The Scholarship Prep program greatly benefits from volunteer support of our parent community. This support takes many forms, including helpful parent feedback.

Scholarship Prep expects that parents/guardians will communicate with staff members in a respectful and non-harassing manner. If parents/guardians direct harassing, malicious, obscene, threatening, or intimidating communications towards any member of the Scholarship Prep community (e.g., staff, parents, and students), they may have their electronic and/or telephonic access to school staff and Scholarship Prep social media accounts (e.g., Facebook groups and pages) restricted at the discretion of the Executive Director.

Reporting

Any student, parent/guardian, or other individual who believes that a student or student group has been subjected to bullying or cyberbullying or who has witnessed such conduct, may report the conduct verbally to any school employee or administrator, and/or file a formal written complaint via email. The Principal is responsible for investigating incidents of cyberbullying, notifying parents/legal guardians, and issuing discipline consistent with Scholarship Prep's policies. Scholarship Prep shall discipline students who commit a prohibited act of cyberbullying following the procedures laid out in Element 10 of the charter petition and the Parent Handbook.

Complaints should include the name of the reporting person, the specific nature and date of the misconduct, the names of the alleged victim of the misconduct, the names of any witnesses and any other information that would assist in the investigation of the complaint.

A staff member who receives a report of bullying or cyberbullying, shall, within one school day or as soon as possible thereafter, report this to the principal. In addition, any school employee who observes any incident of bullying or cyberbullying involving a student shall, within one school day or as soon as possible thereafter, report this observation to the principal; whether or not the victim makes a report.

If bullying or cyberbullying is of a very serious nature, such as threats of physical violence or sharing explicit photographs of another student, the Principal must immediately inform the Executive Director. The Executive Director and Principal are responsible for notifying law enforcement in response to these serious incidents.

Investigation

Parents and students can rely on staff to promptly investigate each complaint in a thorough and confidential manner. Upon receiving the report, the principal or designee will conduct an investigation using the information provided. After a report or complaint is made, the principal or designee shall determine whether interim measures are necessary to stop, prevent or address the effects of bullying or intimidation, including retaliation, harassment or bullying during and pending any informal resolution and/or investigation. Measures may include placing students in separate classes or transferring a student to a class taught by a different teacher. Interim measures will be implemented in a manner that minimizes the burden on the individual who was the target of bullying or intimidation.

The principal or designee shall interview individuals who have information relevant to the investigation, including but not limited to, the subject of the complaint and, where appropriate, his or her parents/guardians, the person accused of bullying or intimidation, anyone who witnessed the reported conduct, and anyone mentioned as having relevant information. At no time should the alleged perpetrator and victim be interviewed together.

The Scholarship Prep official conducting the investigation shall notify the alleged victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. Scholarship Prep prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Prevention Resources for Parents

Every Scholarship Prep teacher implements a classroom management plan that addresses inappropriate behavior, including bullying. Teachers discuss this plan with the Principal and conduct ongoing discussions and activities in the classroom related to bullying prevention throughout the school year.

As cyberbullying can also take place at home, parents play an important role in preventing cyberbullying. The following are some strategies that can be helpful in cyberbullying prevention:

- Provide guidance to children on appropriate behavior using technology, which may include:
 - Never give out personal information online, whether on blogs, messaging services, social media sites, or personal websites.
 - Never tell anyone but your parents your password, even friends.
 - If someone sends a mean or threatening message, don't respond. Save it or print it out and show it to an adult.
 - Don't put anything online that you wouldn't want your classmates to see, even in email.
 - Don't send messages or make posts when you're angry. Before clicking "send," ask yourself how you would feel if you received the message.
 - Help other students who are bullied online by not joining in and showing bullying messages to an adult.
- Know the sites your children visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Learn about the sites and applications your children use, so you can better monitor their use.
- Discuss cyberbullying with your children and ask if they have ever experienced it or seen it happen to someone.
- Ask for their passwords, and if necessary tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.
- Tell your children that you won't blame them if they are cyberbullied. Emphasize that you won't take away their computer/phone privileges - this is one of the main reasons students don't tell adults when they are cyberbullied.

The following are links to websites that feature additional information and resources, which may be helpful to our families:

National Crime Prevention Council: <https://www.ncpc.org/resources/cyberbullying>

Stop Bullying: <https://www.stopbullying.gov/cyberbullying/index.html>

Cyberbullying Research Center: <http://cyberbullying.org/resources>

Cyber Bully Help: <http://cyberbullyhelp.com>

Safe Kids: <http://www.safekids.com>

A Thin Line: <http://www.athinline.org>

ATTENDANCE

At Scholarship Prep, we view every day as an essential learning opportunity and recognize that student attendance directly contributes to academic achievement. When a student misses school, a student's educational progress is disrupted and missed work can become a burden to complete while staying caught up on current assignments. Regular attendance helps to ensure each student can reach his/her full educational potential and shows a commitment by the family to the school and to the student's education.

Therefore, we expect excellent attendance from all of our students.

Absences

A child is considered absent when s/he is not in school. Acceptable excused absences include:

- Personal illness;
- Quarantine under the direction of a County or City health officer;
- Emergency medical, dental and optometry appointments (verified by a note signed by a physician);
- Serious family emergencies (subject to Principal approval);
- Attendance at funeral services for a member of the immediate family;
- Appearance in court either as a defendant or as a subpoenaed witness;
- Observance of a religious holiday - (the student shall be excused for this purpose on no more than four school days per month);
- For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services; and
- Other unusual circumstances when approved by the Principal or designee and requested in advance.

When a child has a fever or symptoms of illness or has a communicable illness, it is best for the child to stay at home to rest and recover. If your child has a communicable disease, the school office should be informed so that we can notify other parents.

Procedure for Clearing An Absence

If a student is absent from school, parents must contact the school office to report or clear an absence. Methods of notifying the office of a pending or existing absence include the following:

- Call the office or send an email to attendance@scholarshipschools.org by 9:00 a.m. of each day the student is absent. If the parent/guardian does not make the call or send the email by 9:00 am, the school will notify the parent in an effort to determine if the student has an excused absence.
- Send a note with your child to the school containing:
 - Full name of the student
 - Date(s) or time of absence
 - The specific reason for absence
 - Telephone numbers where parents/guardians may be reached (home and/or work)
 - Signature of parent or guardian.

All absences should be "cleared" within five (5) days of the absence to keep the student from being considered truant. After five (5) days, the "truant" status becomes permanent.

Limits to Length of Excused Absences: The Principal or his/her designee shall limit the length of an excused absence to the stated justification to ensure they do not extend over days the student could attend school. These limitations include, but are not limited, to:

- Doctor's Note: A Doctor's Note is documentation from a physician, dentist or other medical doctor indicates that the student must stay home from school. Upon Scholarship Prep's request, parent must provide Doctor's Note within five (5) school days of the first day of absence for an illness.
- Illness: A parent must provide a Doctor's Note for all illness-related absences lasting more than one consecutive school day. Similarly, a parent must provide a Doctor's Note for all illness-related absences of two days or more occurring in any ten consecutive school-day period. If a Doctor's Note is not provided, the Principal or designee may consider each missed day after the first day an unexcused absence.

Truancies and Unexcused Absences

When a parent takes their child out of school early more than three times during the year without a valid excuse, that child becomes truant. When students are truant, parents will receive a truancy letter, and a copy of the letter will be placed in the student's cumulative file. Other examples of truancies and unexcused absences include, but are not limited to:

- Going to work with a parent or family member;
- Going on a vacation or trip (to the beach, lake, river, mountains, desert, concert, or sporting event, etc.);
- Baby-sitting challenges; and
- Personal problems.

Students are expected to be in class every day. Parents are responsible for ensuring that their children arrive on-time to school each day. The school strongly discourages absences for vacation during the school year. Parents should schedule family vacations outside of the academic calendar so that students do not miss important classroom instruction time. **Though we have weekly early dismissal days so that our staff can receive professional development, they are vital days for students.** Often, important assessments and projects are given on these days. Therefore, it is important that your child attends class daily unless an absence is necessary based on the information provided in the sections above.

Procedure for Excessive Unexcused Absences

The Principal or designee shall implement positive steps to reduce truancy. The following procedure will be followed to manage unexcused absences:

- On or after the Third Unexcused Absence – A staff or faculty member will call home to verify the student's attendance record, review this policy and discuss how the school can help to resolve the problem.
- On or after the Fifth Unexcused Absence – A staff or faculty member will call the family to verify the student's absence and a notice of excessive unexcused absences will be sent home and placed within the student's cumulative record.
- On or after the Eighth Unexcused Absence - Upon reaching eight (8) unexcused absences, the parent/guardian will receive a notification letter and will be required to meet with the Principal or designee. It is the school's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the parent(s)/guardian(s). The Principal or designee will discuss the absence problem with the parent/guardian with the goal of developing solutions, strategies, and implementing support services for the student and his/her family to resolve the absence problem.
- On or after the Tenth Unexcused Absence – The Principal or designee may issue a letter informing the parent/guardian of the school's intent to disenroll the student. This letter shall be sent at least five school days before the effective date of disenrollment set forth in the letter.

("Five Day Letter"). The Five Day Letter will explain the parent's/student's due process rights to request a hearing on the decision to disenroll the student for failure to comply with this policy.

Procedure for Excessive Consecutive Unexcused Absences

We will use the contact information provided by the parent/guardian in the registration packet to reach out to families if students are absent for consecutive days without a valid excuse. If a student is absent five (5) or more consecutive school days without a valid excuse, the Principal or designee may issue a Five Day Letter (described above) informing the parent/guardian of the school's intent to disenroll the student.

If the parent/student does not respond to the Five Day Letter or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence.

Short-Term Independent Study

The Scholarship Prep Short Term Independent Study (STIS) Program is designed to enable students to be out of school as little as one day and up to twenty (20) days and retain attendance credit. Students may be out of school for planned vacations, same-day illnesses, court dates, funerals, religious holidays, missing school for personal field trips, etc. STIS should be scheduled with the Attendance Clerk. Each student is allowed (3) three separate contracts per school year. Requests for same day STIS should be made to the Attendance Clerk no later than 9:30 a.m. For more information about short-term independent study, please speak with the school's office staff.

Procedure for Early Dismissal

After their arrival on campus in the morning, students may NOT leave campus until dismissal time unless signed out by the parent through the school's front office. Students leaving campus without permission will be considered truant. If a student requests an early dismissal (for example, if a parent/guardian is picking him/her up for a doctor's appointment), the parent/guardian reports to the office to sign out the student. Requests for early pickup should be made more than 15 minutes prior to dismissal if possible. Parents may not enter the classroom without approval from the office. In the case of excessive early dismissals, the parent and/or guardian may be required to meet with school administration.

Tardy Procedure

Classes begin promptly at 8:15am. Students may arrive to school between 7:45-8:15 a.m. **A student is considered tardy if he or she arrives after 8:20 a.m.** After 8:20 a.m., a student must report to the office if he/she is late for school in order to be admitted to the classroom.

Legal Interventions

Scholarship Prep reserves the right to involve the judicial system in cases of excessive absences, excessive tardies and habitual truancy. Once the case is referred to the authorities, the student and parent/guardian may be subject to the sections of the California Penal Code pertaining to truancy.

HOMEWORK

Homework Policy

Teachers at Scholarship Prep believe that the purpose of homework is to help children deepen their understanding of concepts learned in class and to sharpen skills that require repeated practice in order to master. Since homework is viewed as "practice", assignments are not factored into the primary subject grade. Instead, homework is its own category on student report cards.

The amount and type of homework given will vary based on a number of factors: age, learning needs, content, and skill. Unless specified, students will be expected to complete homework independently. Parents or guardians are expected to ensure that their children assume responsibility for their homework and may request the support of their child's teacher if needed.

Homework assignments are expected to be submitted as assigned, completed neatly, and comprehensive. In the case the student has not completed his/her homework as assigned, they will receive a Homework Deficiency Notice and are still expected to submit the missing assignment. The impact on a student's homework grade for missed assignments is as follows:

- #1 - Warning Note – A (Grade)
- #2 - Second Notice – B (Grade)
- #3 - Teacher Contacts Parent(s)/Guardian(s) – C (Grade)
- #4 - Conference with Teacher, Parent(s)/Guardian(s), & Student to establish Homework Plan – D (Grade)
- #5 - Conference with Administration, Teacher, Parent(s)/Guardian(s), and Student – F (Grade)

STUDENT EVALUATION

Grading and Reporting Student Progress

Teachers will formally report student progress toward mastery of grade level standards to parents at least four times each year using report cards and progress reports. Teachers will conduct parent conferences at the time progress reports are issued so that parents have regular opportunities to discuss their child's academic progress, work habits, and social skills personally with his or her teacher. Student achievement will be evaluated against academic standards and the school's stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level.

Student progress in all subject matter content areas will be reported to parents during each reporting period, and copies of each student's progress reports will be maintained in the main office. In addition to providing scaled scores using the above evaluation continuum, teachers will include narrative descriptions within the progress reports to indicate completeness and quality of work, level of understanding, attitudes and behaviors at school, and other relevant information about the student's growth in performance during the reporting period.

Ongoing Assessment

In addition to state-mandated assessments, teachers will collect data in the areas of mathematics, writing, English language development, and reading skills using formal assessments to track individual student success and to provide a profile of the overall success and development of achievement at the school. Data from these assessments will be uploaded using a data management system and will be analyzed by grade, classroom, sub-groups, etc. to enable teachers and staff to identify trends and to address specific instructional needs.

STUDENT RECOGNITION

As part of our core philosophy to encourage students to excel, a school-wide recognition system based on our mission and vision is incorporated throughout the year. Accomplishments are recognized in a way that promotes future achievement and supports our mission of building the foundation for lifelong learning and success, as well as the pursuit of higher learning endeavors. Awards are distributed to deserving students who have met or exceeded the school's high expectations. A variety of events are held to honor student achievement and academic success. The types of awards given to students at Scholarship Prep are listed below.

Awards

Semester Awards	
Scholarship Award	Prep Award
<ul style="list-style-type: none"> - Outstanding academic achievement ("A" grade) in ELA/Literacy, Math, Science, and/or History - Citizenship grade "B" or higher - All academic grades "B" or higher 	<ul style="list-style-type: none"> - Demonstration of the cumulative traits of the Pyramid of Success - Must have an "A" in effort and character to be eligible
Homework Award	Pyramid of Success Award
<ul style="list-style-type: none"> - "A" grade in homework 	<ul style="list-style-type: none"> - "A" grade in character
Attendance Award	Personal Best Award
<ul style="list-style-type: none"> - Daily attendance must be perfect (no absences or tardies for semester) - May include short term IS 	<ul style="list-style-type: none"> - Recipients of Attendance, Pyramid of Success, and Homework Awards in the same semester.
End of Year Awards	
Hall of Fame Award	Presidential Excellence Award
<ul style="list-style-type: none"> - Recipients must receive Personal Best Award for both semesters 	<ul style="list-style-type: none"> - 3.5 cumulative grade point average with no "Cs" - High motivation, initiative, integrity, leadership qualities
Wooden Award	Juilliard Award
<ul style="list-style-type: none"> - Athletes that most exhibit the attributes of the Pyramid of Success. 	<ul style="list-style-type: none"> - Artists that excel in each of the art-based elective areas
Collegiate Awards	
<ul style="list-style-type: none"> - Given to students who exceeded standards in one or more areas on the CAASPP, or increased levels in one or more areas without decreasing in another 	

- o *Bachelors* - increased performance in one or more areas without decreasing in another
- o *Masters* - exceeded standards in one area without decreasing in another
- o *Doctorate* - exceeded standards in all areas

STUDENT ACADEMIC SUPPORTS AND INTERVENTIONS

Students showing difficulty with mastery of standards will be identified through data from the Smarter Balanced assessments, local assessments, and/or teacher-created assessments. Students are targeted for additional academic support based on their progress, assessment performance, or other methods of identification deemed appropriate in order to ensure success.

Despite the significant amount of individualization and interventions built into Scholarship Prep curriculum, some students may need additional attention and/or services. Scholarship Prep will implement intervention plans/programs to address students requiring additional assistance as needed. They will include, but are not limited to SCORE (Student Contract of Outcomes to Reach Excellence) Sheets, FILMS (Focusing on Individual Learning to Master Standards), Section 504 Plans, and Student Success Team meetings.

SCORE (Student Contract of Outcomes to Reach Excellence) Sheet

The SCORE Sheet is used to identify a student's academic and/or social-emotional needs, and to determine appropriate interventions to facilitate growth.

Scholarship Prep uses the SCORE Sheet to inform parent(s)/guardian(s) that their child is performing below grade level. The SCORE Sheet is used with all identified at-risk students to allow teachers to collaborate on the best strategies and utilize past successful interventions that may be helpful to ensure academic growth. The SCORE Sheet includes targeted objectives and goals focusing on the student meeting grade level standards. The parent(s)/guardian(s), teacher, and student (as determined by teacher) are expected to attend all meetings in order to set goals and objectives.

The SCORE Sheet is updated to identify if interventions have been successful, or if additional intervention is necessary. If a student is deemed as making "adequate progress," the student continues to be monitored to ensure academic success. If by the end of the school year the student is not making adequate progress, further and/or more intensive remediation/intervention will be considered, including, but not limited to, retention, special education assessment, etc.

FILMS (Focusing on Individual Learning to Master Standards)

FILMS is an intensive intervention program designed for students in grades 1- 8 who are performing below grade level in ELA/Literacy and/or Mathematics. Teachers providing this intervention design targeted instruction geared toward helping students improve their academic knowledge in the core instructional areas such as English-Language Arts and Math, all provided in an instructional setting designed to accommodate a more individualized approach. Student progress is monitored on a consistent basis, and as students attain grade-level proficiency, they will be promoted from this intervention.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while ensuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education

Referrals for determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Success Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Success Team (SST)

The Student Success Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

- a. Work with the student and parent to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- b. Work with the student and parent to identify viable interventions that could occur before a student's poor academic performance results in severe underperformance or behavior results in an office referral.
- c. Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- d. Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- e. Student success teams are also established to fulfill the requirements of current federal and state legislation.

Retention/Promotion

The mission of Scholarship Prep is to close the achievement gap for all students, including those

underserved. To do so, students must meet grade-level standards and shall receive the necessary instructional support. The decision to promote or retain a student shall be based on consistently applied criteria for standards-based academic performance. More important than a decision to have the student promoted or retained at this level is the need for the student to receive additional instructional intervention that will help to improve academic performance.

This policy provides for the identification of pupils who should be retained and who are at risk of being retained in their current grade level on the basis of either of the following, in compliance with CA Ed Code 48070.5(b):

- California Assessment of Student Performance and Progress (CAASPP) results or other subsequent assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Section 60648; or
- The pupil's grades and other indicators of academic achievement designated by the district.

Retention may be considered at any grade if the student has not met the criteria and has not participated in required support and intervention opportunities.

Process

Scholarship Prep is committed to engaging parents as partners in the educational process. The following encompasses the annual timeline of parental notification of student progress toward meeting minimum standards for promotion by Scholarship Prep staff:

- Distribute PPR policy to families at the beginning of the school year;
- Formally identify students at-risk of retention based on assessment information and teacher judgment as early in the school year as possible;
- Complete SCORE Sheets and share with all parents of students at-risk of retention once at-risk status is determined;
- Notify parent/guardian of student status and any recommended interventions, including those detailed on the SCORE Sheets, and supports at parent conferences during the first semester;
- Inform parent/guardian of student progress through report cards, SCORE Sheets, and conferences as needed; and
- Evaluate student's academic performance based on designated performance measures and, if needed and appropriate, additional evidence of student academic achievement, participation in support and intervention opportunities, and readiness for the next grade level.

There are three determination possibilities for students at year-end:

- Meets or exceeds the minimum standard for promotion, and promotes to the next grade;
- Nearly meets the minimum standard for promotion, and promotes to the next grade level with recommended interventions; or
- Does not meet the minimum standard for promotion, and retains with recommended support.

For students who do not meet the minimum standard for promotion, a PPR team (which may include the Principal, classroom teacher, special education staff, SST Coordinator, and others) meets at the end of the school year to consult and make a recommendation to retain or promote a student depending on the success of the SCORE Sheet interventions, progress on SST action plan, grade reports, etc. The final decision is made by the administration based on staff recommendation. On some occasions, students may need to be retained during the school year. If so, staff, administration, and parents will meet to determine if it is appropriate for student success.

Scholarship Prep staff shall hold a conference with the retained student's parent(s)/guardian(s) before the last day of instruction. This PPR policy shall be provided to parent(s)/guardian(s) to inform them of the appeal process.

For special education students who are being considered for retention, an IEP meeting must be held to discuss decisions affecting student placement. For students with Individual Service (504) Plans, the SST/504 Team must be reconvened.

Appeal Process

Scholarship Prep can retain or promote a student without parent or guardian approval. However, the PPR policy must provide an appeal process for parents who disagree with Scholarship Prep's promotion or retention decision for their student. A parent has a right to appeal the decision to promote or retain a child according to the following process:

- Parent(s)/Guardian(s) notify Scholarship Prep staff in writing via the **Parent Appeal of Retention Recommendation Form** of their appeal request prior to the end of the school year.
- Upon receipt of the appeal, the Chief Academic Officer shall review all related evidence and convene a conference with the classroom teacher, parent(s)/guardian(s), and student (if appropriate). *Note that the burden is on the parent as the appealing party to show why the promotion or retention decision should be overruled.*
- Conference topics will include the student's progress, assessment results, participation in prescribed intervention programs, and overall readiness for promotion.
- Following the proceedings, the Chief Academic Officer will make the final promotion/retention decision.
- The Chief Academic Officer or designee shall contact the parent/guardian regarding the disposition of the appeal.

Acceleration

In cases when students may be recommended for acceleration to a higher grade level due to exceptional academic achievement, Scholarship Prep follows all applicable county, state, and federal laws and regulations in the formation of all policies, including acceleration to the next grade.

STUDENT INVOLVEMENT

At Scholarship Prep, we believe that student involvement is an important component leading to overall student success and leadership development. Just some of the ways students can get involved are explained below.

Pep Rallies

During weekly PEP Rallies, the class representing the university of the week presents important information about their college with the entire student body. Students have opportunities to demonstrate spirit and pride in their university through singing/chanting their fight song after a victory.

Performances

At Scholarship Prep we are committed to providing a quality education for all children. Each student is given the opportunity, as part of the curriculum, to participate in school performances during the course of each school year, which may include drama, music, dance, or other performance-based activities.

Associated Student Body (ASB)

ASB provides students at Scholarship Prep with the opportunity to learn about school governance, leadership, preparation, organization, and development of school pride. At each Pep Rally, ASB student representatives may lead activities, including the Pyramid of Success trait of the month.

PARENTS & STAFF INVOLVEMENT

Research has shown that parental participation in their child's education has a positive impact on student academic success. Parents of children attending Scholarship Prep will understand the importance of their role and involvement in their child's education. Some of the ways in which parents will be able to participate in their child's education, as well as supporting the success of the school, are explained below.

Participation/Volunteering

There are a number of ways parents can volunteer and demonstrate their commitment to the school. Parent participation/volunteer hours directly support the school and your child academically. Volunteers must be fingerprinted only if they are volunteering 20+ hours a week. Before volunteering and/or chaperoning one must complete the Volunteer and Chaperone training given by the principal.

Possible activities to support the school include:

- Office support
- School Events (Back to School Night and Open House)
- Fundraising activities
- Breakfast and/or lunch distribution
- Special events assistance
- Arrival and dismissal supervision
- Yard supervision
- Donating school supplies
- Educational hours outside the classroom
- Completion of stakeholder feedback surveys
- Civic Engagement
- Leadership activities such as serving as the parent representative for the School Site Council, or participating in other school committees

Possible activities to support your child academically include:

- Classroom volunteering
- Classroom support
- Tutoring support
- Serving as a parent mentor
- Serving as a Room Parent

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) is made up of elected parents and staff members whose primary function is to advise the administration and staff on programs and services for English Learners. Additionally, the ELAC assists in the development of a site-based needs assessment.

PEP Squad (Parent Organization)

Each parent/guardian and staff member is a member of the PEP Squad. Our PEP (Promoting Excellence Perpetually) Squad serves as school volunteers in a variety of areas. One of these is coordinating fundraising activities to support student field trips, awards, supplemental instructional materials, and school enhancements.

PEP Talks

Throughout the year, the school's executive team and/or administration hold regular meetings with parents. In these informal discussions, parents can learn more about the school's programs and culture, opportunities for involvement, school-wide data and performance, homework support, and ask questions of the school's leaders. These valuable sessions help parents and the school communicate and build relationships all in support of the school's mission and vision.

PROFESSIONAL DEVELOPMENT

Scholarship Prep believes that ongoing professional development is essential in the creation of a high performing school. As part of the training plan, two to three hours each week (on minimum) are dedicated to teacher training, curriculum development, assessment of student performance, and study of best practices. Teachers work together in grade level teams and by subject area.

COMMUNICATION

Scholarship Prep believes that communication between parents/guardians and the school is integral to the success of a student. Our combined success depends on frequent and timely dissemination of important information. We are committed to working diligently with parents to answer and resolve all questions, and believe that the school has the responsibility to develop policies and procedures in the best interest of the student. Parents can expect that all communication will receive a response within 48 hours or two (2) school days whenever possible.

School – Home Communication

Teachers Contacting Parents by Phone

Expect regular phone calls from teachers regarding your child's progress. If you do not hear from one of your child's teachers, do not assume your child is doing satisfactory work. The only way to assure your child is on track is to communicate with your child's teachers by phone, email, or by scheduling an appointment. If your phone number changes during the school year, be sure to notify the office so that we can always maintain your updated phone and contact information.

Automated Communication System

Staff members and/or parent volunteers call home on a regular basis to inform parents of school events and to discuss specific issues regarding individual students. The school may also use an automated calling or email system to remind parents of schedule changes, holidays, or other important announcements (e.g., student absences or truancy). Please make sure that you provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.

School Correspondence

School newsletters, flyers and letters from the school and/or Principal are sent home with students or mailed on a regular basis. Please ask your child or check your mail for school correspondence in order to keep informed of what is happening at school.

Home- School Communication

Change of Contact Information

Parents will be asked at the beginning of each school year to provide the school with current contact and emergency information. If your contact information changes during the school year (including all telephone numbers), it is the responsibility of each parent/guardian to provide the Main Office with this new information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent or guardian.

Parents Contacting Teachers

All teachers and staff members have email accounts where they can be easily contacted. You may also contact teachers by leaving a message with the main office.

Messages and deliveries to students

Students may not use the school telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages to students during the instructional periods.

Parent/Guardian Concerns

If a parent/guardian and the school are unable to adequately resolve a concern after working together, the Uniform Complaint Procedures below outlines steps that can be taken to initiate support from our Home Office.

UNIFORM COMPLAINT PROCEDURES (UCP) Policy

What is a UCP Complaint?

A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging that Scholarship Prep has violated federal or California laws governing certain educational programs.

Complaints of sexual harassment or unlawful discrimination should also be reported, and will be investigated, in accordance with these Uniform Complaint Procedures.

Complaints Subject to These Uniform Complaint Procedures

These Uniform Complaint Procedures shall apply to complaints of:

1. Sexual harassment/violence; or
2. Other unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Scholarship Prep's Nondiscrimination Policy, Education Code sections 200 and 220, and Government Code section 11135; and
3. Violations of federal or California law governing various educational programs and services:
 - Adult Education
 - After School Education and Safety
 - Agricultural Vocational Education
 - American Indian Education Centers and Early Childhood Education Program Assessments
 - Bilingual Education
 - California Peer Assistance and Review Programs for Teachers
 - Career Technical and Technical Education; Career Technical; Technical Training
 - Career Technical Education
 - Child Care and Development
 - Child Nutrition

- Compensatory Education (Title I)
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district
- English Learner Programs
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans • Special Education
- State Preschool
- Tobacco-Use Prevention Education

All Other Complaints Not Subject to These Uniform Complaint Procedures

Unless the subject of a complaint is specifically covered by this UCP Policy, this Policy and its procedures shall not apply to the complaint.

Complaints not covered by this UCP Policy include, but are not limited to, complaints regarding:

1. Hiring and evaluation of staff;
2. Student classroom assignments;
3. Student advancement and retention;
4. Student discipline;
5. Homework policies and practices;
6. Provision of core curricula subjects;
7. Student discipline;
8. Student records; and
9. Board meetings and agendas.

Filing a UCP Complaint; Deadlines

A written UCP Complaint shall be filed with a site Principal or Scholarship Prep's Executive Director. A complainant is not required to attempt resolution through the school site before contacting Scholarship Prep's Executive Director.

A written complaint of unlawful discrimination, harassment, intimidation or bullying shall be filed not later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. However, if a complainant makes a written request to extend this deadline that sets forth the reasons for an extension, Scholarship Prep's Executive Director may, but is not required to, agree in writing to extend the deadline for filing a complaint by 90 days following the expiration of the six month time period if Scholarship Prep's Executive Director finds good cause for the extension. Scholarship Prep's Executive Director shall respond promptly upon receipt of a written request for extension.

A written complaint of violations of federal or California law governing the educational programs and services covered by this UCP Policy, identified above, shall be filed not later than three years from the

date the alleged violation occurred, or the date the complainant first obtained knowledge of the facts of the alleged violation.

A copy of our complete Uniform Complaint Policy and the Community Complaint Form can be found in our school office as well as on our website at:

https://primary.scholarshipschools.org/uploads/file_manager/5e8caefc921fc.pdf

Charter School Complaint Notice and Form

Information for Parents: Please review the information on the Charter School Complaint Notice web page at <https://www.cde.ca.gov/sp/ch/cscomplaint.asp> for information on how to obtain the correct form from your charter school.

California Education Code Requirements

California Education Code (EC) Section 47605(d)(4)

(<https://leginfo.legislature.ca.gov/faces/selectFromMultiples.xhtml?lawCode=EDC§ionNum=47605>)

states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
 1. Academically low-achieving
 2. Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
 3. English learner
 4. Ethnicity
 5. Foster youth
 6. Homeless
 7. Nationality
 8. Neglected or delinquent
 9. Race
 10. Sexual orientation
 11. Pupils with disabilities
- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).
- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017
jrodri05@lausd.net
213-241-1000

A copy of our complete Charter School Complaint Notice and Form can be found in our school office as well as on our website at:
https://primary.scholarshipschools.org/uploads/file_manager/5e32596b5a690.pdf

HEALTH AND SAFETY

Healthy Choices

At Scholarship Prep we believe in educating the whole child. One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a child's physical, emotional, and academic development. Scholarship Prep encourages nutrition and asks that you send healthy snacks only—e.g., fruit, nuts, granola bars, yogurt, vegetables, and sugarless juice. We do not allow soda, cookies, chips, candy or gum and if students bring unhealthy food, it will be held by a staff member and sent home with the student.

At Scholarship Prep, we encourage healthy eating by:

1. Working closely with our lunch provider to ensure that there will be balanced meals daily
2. Encouraging parents to send snacks and lunches that are healthy

Class Celebrations

There are times when teachers and students will want to have class celebrations. We ask that parents gain consent from their child's teacher before bringing any food items into the classroom and inform teachers of any food allergies or restrictions.

Administration of Medication during Onsite Learning

Scholarship Prep may not furnish any medications. School personnel are prohibited by law from giving any medication (i.e., prescriptions, cold tablets, vitamins, Tylenol, etc.) to a student unless the student's physician has given written instructions and the student's parent has provided written consent.

In order for a designated school personnel to assist a student in taking a medication, including insulin to diabetic students, Scholarship Prep shall obtain both a written statement from the physician detailing the name of medication, method, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the statement of the physician.

All medications require a physician and parent/guardian authorization. Forms for completion by your Physician are available in the school office. Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of the student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.

Students may not carry or use medication without written consent. However, students may carry and self-administer certain medication (e.g., inhaled asthma medications or Epi-pens) if the school receives the proper documentation.

Injury or Medical Emergencies During Onsite Learning

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

In case of injury, Scholarship Prep staff will contact the appropriate agency for assistance (police, fire, etc.) An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If the student is running a fever or has severe illness symptoms, a parent will be notified. Students cannot be released until a parent or guardian (*listed on the emergency card*) makes transportation arrangements. Students with fever or have vomited are not recommended to attend school until their symptoms dissipate.

Injuries During Onsite Learning

If your child sustains any type of major injury (e.g., a broken bone), a note from your doctor is required before your child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Call the office for details. Children with a cast or splints are not allowed to participate in physical education activities, but alternative activities may be arranged until the cast or splint is removed.

Emergency Preparedness During Onsite Learning

The school's' emergency policies and procedures are formulated with the guidance of local law enforcement and Scholarship Prep in order to prepare for:

1. Fires
2. Terrorist (bomb, chemical) threats
3. Earthquakes
4. Plane crash
5. Smog episodes
6. Power Outages

Scholarship Prep staff will implement and maintain the following:

- A site-specific disaster preparedness plan.
- Training for all staff on the elements of the plan, as well as an instructional program in first-aid and CPR.
- A stockpile of emergency and medical supplies, back up communication equipment, and two-days' worth of food and water at the school site.
- Placards posted in classrooms and offices, which indicate evacuation routes.
- Emergency cards on file for all students and staff.
- Established policy on the release of students to parents or guardian.
- Clearly understood policy on the release of school, district staff, and their emergency assignments.
- Clearly outlined procedures for use of school facilities as emergency shelters.

All classrooms have emergency and first aid supplies. In the event of an emergency, the school will implement its safe school plan. Students, teachers, and staff will follow emergency procedures and remain with students in a safe area until the threat has passed. In case of a disaster emergency, parents or other family members will need to show proof of identification and be included in the emergency contact information at the school when picking a child up.

Emergency Contact Information

Emergency Cards

Every student must have a completed and up-to-date Emergency Card, properly signed and on file in the School Office.

Closed Campus

Scholarship Prep is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including the lunch period. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official.

Visitor Policy

Scholarship Prep is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including the lunch period. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official. Students who leave school without authorization shall be classified truant and subject to disciplinary action.

Visitors and volunteers are welcome in our schools. The principal is responsible for managing the involvement of volunteers and visitors in their school, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and volunteers does not contribute to safety or security issues for students and staff members or for the visitors themselves.

All visitors, volunteers, school board members, parents, and other support personnel are expected to comply with the procedures outlined in this policy.

Procedures:

The principal or designee will:

- Require all parents, visitors, and volunteers to report to the main office of the school immediately upon entrance. This will allow the principal and school staff to account for all persons on campus;
- Submit all visitors' information through our school identification system to background check all visitors. All visitors' identities will be searched for potential matches on California's Megan's List database. Any matches on the database may prevent a visitor from entering the campus, as approved by the Principal or designee.
- Require all parents, visitors, and volunteers to sign-in and sign-out on a Visitors and Volunteers Log.
- Provide all parents, visitors, and volunteers with a visitor's badge to wear during their stay at the school. The badge is to be returned to the school office when the visitor or volunteer signs-out. No one is to be permitted to visit or volunteer without a badge.
- Require that visitors, who wish to observe instruction, pre-schedule classroom visits. The principal should consult with the classroom teacher(s) to arrange a requested visit. The final authority for the decision of when a visit will occur rests with the principal, who must determine whether the

frequency of visits by an individual or group of individuals to a classroom cause disruption to the individual program.

- Inform parents and school staff of the procedures outlined in these procedures and any additional procedures instituted, at the school level, to manage visitor involvement in the school. The principal shall transmit annually, in writing, all such information to parents and staff during the first two weeks of the new school year.

Principal's Authority:

The Principal or designee may refuse to register a visitor if s/he appears on California's Megan's List database, or has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

The Principal or designee may ask any parents, visitors or volunteers who refuse to conform to visitors' procedures to exit the campus/building. When a visitor is directed to leave, the Principal or designee shall inform him/her that if s/he reenters the school within seven days s/he may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Parents, visitors, and volunteers are not permitted to make impromptu visits to classrooms during the school day without previously checking in with the office staff.

Child Abuse Reporting

The California Child Abuse and Neglect Reporting Law requires that any teacher or other staff members who have a reasonable suspicion that a student has been physically, sexually, or emotionally abused or neglected must make an immediate report to the proper authorities.

The following guidelines will be followed for the purpose of interviewing students who are suspected of child abuse victims at school.

- California law permits representatives of child protective agencies (Police, Sheriffs, and Children's Services) to interview victims of child abuse during school hours on school premises. Legislation enacted in 1987 now authorizes. A child who is to be interviewed at school to select an adult who is a member of the school staff to be present at the interview. However, the staff member may not participate in the interview nor may the staff member discuss the facts or circumstances of the case with the child or anyone else. The sole purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.
- The law further provides that all such interviews involving a school staff member shall be held at a time during school hours when it does not involve an expense to the school. Therefore, requests for the presence of staff members at child abuse interviews that would disrupt classroom instruction and necessitate special arrangement to cover classes or other school activities may be refused by the Principal.
- When a request is made for the presence of a staff member at a child abuse interview, the Principal or designee shall inform the staff member so selected of the purpose of his/her presence in the interview and of the confidentiality requirements. The Principal shall also inform the staff member that he/she has the legal right to decline to be present at the interview.
- When the child is to be removed from school and taken into custody by the Child Protective Service representative, the Principal or designee must be informed. The representative must

leave his/her name and phone number where he/she may be reached and where the child is being taken. The school official shall provide the representative with the name, address, and phone number of the pupil's parents or guardian. Parent notification is the responsibility of the CPS representative.

Banned Substances

Smoking

Parents and visitors are asked to support the school's effort to maintain Scholarship Prep as a "Smoke-Free Zone." All visitors are asked to please refrain from smoking on campus or at any school event or activity.

Drugs and Alcohol

Scholarship Prep are 100% drug and alcohol-free campuses. This ensures a drug and alcohol-free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the treatment they need. The school-site administrator has the discretion to recommend expulsion for students involved with drugs/alcohol or enter such students into a disciplinary probation period.

Mental Health Resources

Parents/guardians and students may initiate access to available mental health resources on campus by contacting the School Counselor and/or the main office.

Off campus mental health resources may be available through the following:

- Your health plan or HMO (contact your pediatrician)
- South Bay Children's Health Center (SBCHC) provides a myriad of behavioral health services to patients all across the South Bay. Contact 310-316-1212 to set up an appointment
- 2-1-1 or 211la.org

If you need immediate assistance or suspect danger to self or others call 911 or the Los Angeles County Crisis Line (24/7) 1-800-854-7771.

Transitional Housing/Homelessness

Scholarship Prep recognizes its obligations and desires to ensure that homeless children have access to the same free and appropriate public education provided to other children attending the school. The school shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students.

Children experiencing transitional housing/homelessness are individuals who lack a fixed, regular, and adequate nighttime residence and experience one of the following:

- In a house or apartment with more than one family because of economic hardship or loss
- In a shelter (family, domestic violence or youth shelter) or a transitional living program
- In a motel, hotel or weekly rate housing
- In temporary foster care or with an adult who is not a parent or guardian
- Living in cars, parks, public spaces, abandoned buildings, substandard housing (without electricity, water or heat), bus or train stations, or similar settings.
- With friends or family because they are a runaway or unaccompanied youth
- Migratory children/youths living in circumstances similar to those listed above.

Resources are available to those are experiencing transitional housing/homelessness. The resources include:

- Transportation to and from school
- Assistance finding temporary and permanent shelter
- Assistance finding food pantries
- School dress code and school supply assistance.

Please contact the School Counselor and/or the main office for assistance if you are experiencing transitional housing/homelessness and need assistance.

ENROLLMENT

The open enrollment period will be widely advertised so that all parents know the timeframe for applying for enrollment for their children for the following academic year. During the Open Enrollment period, student enrollment forms will be accepted. A public random drawing/lottery will be held. After the open enrollment period closes, should Scholarship Prep receive a number of enrollment forms from potential students that exceeds the number of spaces available at each grade level within the school; the school will conduct a random public drawing/lottery, with the exception of existing students who are guaranteed enrollment in the following school year.

The families of students accepted into Scholarship Prep shall be contacted by email, personal phone call, and/or U.S. mail. Parents shall have three (3) business days from the date of first notification to respond. Scholarship Prep shall attempt on at least two additional occasions to contact the parent(s)/guardian(s) of students promoted from the waitlists during the three (3) business days period. Those families not responding within the three (3) business days will forfeit their right to enroll all of their family's students in the school, and all siblings within that family shall be removed from all waitlists. The next student on the waitlist shall be contacted to fill the open position.

Following our public random drawing/lottery each year, students not able to attend Scholarship Prep due to space limitations will be placed on a waiting list in the order the registration is received, and then will be contacted when a vacancy occurs. The students and their families will be informed of their place on the waiting list. The lottery waiting list will expire at the end of each school year.

Enrollment forms will continue to be accepted after the Open Enrollment period.

Scholarship Prep does not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. Scholarship Prep abides by all applicable state and federal guidelines regarding admissions and enrollment procedures. Scholarship Prep does not charge tuition.

Students not attending the first day of school shall be contacted by email, personal phone call, and/or U.S. mail. Those families not responding after missing the first three (3) school days will be subject to disenrollment from the school.

TITLE I PARENTS' RIGHTS

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the main office.

MEAL PROGRAM

We are pleased to inform you that Scholarship Prep will be implementing an option available to schools participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for 2020-2021 School Year. Schools that participate in the CEP are able to provide healthy breakfasts and lunches each day at no charge for all students enrolled in that CEP school during the 2020-2021 School Year.

Participation in CEP means all students can receive a free breakfast and lunch at no charge to the student for the entire school year.

Scholarship Prep does not charge full paid or reduced-price students for meals under CEP and school lunch applications are not required to be completed to receive the free meal(s).

Per California Education Code Section 49557.5:

- Students will not be denied meals for any reason
- Students will be served reimbursable meals, not an alternative meal
- No student will be overtly identified as receiving free or reduced-price meal benefits

Dietary Needs

Any students with food allergies must complete the dietary needs form accompanied by a physician's note, each school year. This form can be obtained through the office.

2020-2021 Meal Charge Policy

Our school operates under the Community Eligibility Provision (CEP), which means all students can receive a free breakfast and lunch at no charge to the student for the entire school year.

Scholarship Prep does not charge full paid or reduced-price students for meals under CEP and school lunch applications are not required to be completed to receive the free meal(s).

Per California Education Code Section 49557.5:

- Students will not be denied meals for any reason
- Students will be served reimbursable meals, not an alternative meal
- No student will be overtly identified as receiving free or reduced-price meal benefits

Dietary Needs

- Any students with food allergies must complete the dietary needs form accompanied by a physician's note, each school year. This form can be obtained through the office.


Notification of the Meal Charge Policy

The meal charge policy will be provided in writing to all families at the start of each school year and to families transferring to the school midyear. The meal charge policy will also be provided to all school or district-level staff responsible for policy enforcement.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at the [Filing a Program Discrimination Complaint as a USDA Customer page](#) , and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: 202-690-7442; or

(3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

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Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410*

(2) Fax: 202-690-7442

(3) E-mail: program.intake@usda.gov

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PARENT-STUDENT HANDBOOK SIGN-OFF SHEET

I hereby certify that I have read and do not object to the policies in the parent-student handbook, and I understand my rights and responsibilities.

Student Name: _____

Grade level (check below)

TK____ Kinder____ 1st____ 2nd____ 3rd____ 4th____ 5th____ 6th____ 7th____ 8th____

Student Name: _____

Grade level (check below)

TK____ Kinder____ 1st____ 2nd____ 3rd____ 4th____ 5th____ 6th____ 7th____ 8th____

Student Name: _____

Grade level (check below)

TK____ Kinder____ 1st____ 2nd____ 3rd____ 4th____ 5th____ 6th____ 7th____ 8th____

Student Name: _____

Grade level (check below)

TK____ Kinder____ 1st____ 2nd____ 3rd____ 4th____ 5th____ 6th____ 7th____ 8th____

Parent Name: _____

Parent Signature: _____ Date _____