



Parent-Student Handbook

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This book belongs to: _____

INTRODUCTION

Scholarship Prep is a transitional kindergarten through eighth grade free, public charter school. When our founders, former California State Senator Gloria Romero, and longtime educator and charter school developer, Jason Watts, first met, they discussed ways to make a lasting positive impact on all families by expanding high quality school choice options.

Understanding the national emphasis on ensuring students are "college and career ready", and knowing the challenges families face in paying for college for their children, the concept for Scholarship Prep was born. The name of the school literally refers to the mission of providing scholarship pathways for students through rigorous academics and intensive athletics and arts. "After years of writing laws to try to reform schools, I decided to start my own. If we dream it, we can build it, and I expect Scholarship Prep to stand and deliver on behalf of deserving families and students craving a top quality educational opportunity," said Senator Romero.

SCHOOL INFORMATION

Leadership

Board of Directors

Dr. Charles Friedrichs, Chairman
Rand Sperry, Treasurer
Laura Ferguson, Member
Jerome Torres, Member

Co-Founders

Sen. Gloria Romero (Ret.), Executive Director
Jason Watts, Chief Operating Officer

Principal/Site Administrator

Santa Ana: Jason Watts Andrew Crowe Dennise Allotey
Oceanside: Valerie Douglass

School Hours

Scholarship Prep School Day

School Hours (M, T, Th, F):	8:15 a.m. - 3:15 p.m.
Minimum Days (including all Wednesday):	8:15 a.m. – 12:00 p.m.
Office Hours:	7:30 a.m. - 4:30 p.m.

EDUCATIONAL PHILOSOPHY

Mission

We are committed to provide 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 an 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 model to guide and monitor student learning of the Common Core State Standards. As a Project-Based Learning (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.

Project-Based Learning (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 - Mandarin Chinese

To ensure our students have the greatest opportunities to compete in the global economy of the 21st century, our selected world language is Mandarin. Mandarin Chinese is the most useful language for business after English, spoken by 845 million people in the world's second-largest economy, China. Our students will develop global competency by understanding how to produce sounds words and phrases, produce paragraphs and strings of paragraphs, and produce cohesive texts. All of our students in transitional kindergarten through eighth grade not only will learn the foundational components of the language, but understand the historical contributions and cultural dimensions of the Mandarin.

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 an Acceptable Use of Technology Form (*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 SPCS 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.

STEPS TO SUCCESS

Scholarship Prep utilizes the "Steps to Success" below to focus our school wide program on what it takes to make students academically successful. From maintaining high standards to parental involvement, success can only be achieved when communication with all stakeholders is implemented with fidelity.



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 skirt. Sweatshirts and/or jackets must be "Scholarship blue," navy blue, gray, or white and cannot be distracting in design. Clothes must be 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 to a student, 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 Charter School 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 Scholarship Prep includes creating 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" (students) 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. The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the Pyramid of Success as key vocabulary. These reflective and honest conversations between members of the Scholarship Prep community will lead to students matriculating from Scholarship Prep as self-aware individuals that understand that our character is something that we work on, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. 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 student conduct policy 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 College (Back to School) Night. The school-wide behavior policy, "Take care of yourself. Take care of others. Take care of Scholarship Prep," emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive.

The Administrators discuss and model these expectations at grade level assemblies at the beginning of the school year. At Scholarship Prep, all students will be expected to follow 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 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. The Pep Squad will regularly hold a student store where students can redeem their tickets for prizes.

Character Consequences

Scholarship Prep Charter School has a discipline plan in place. The plan 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.

Student Reminder

Student Reminder forms can be issued to students who have made poor choices. The Student Reminder Form will indicate the reason for the infraction, the Pyramid of Success block the student must improve in, and the consequence. The forms must be signed by the student's parent/guardian and returned to school the next day.

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.

Playground Rules

General

1. To avoid injury, children must walk, not run, on all concrete and asphalt areas.
2. Children will show respect for people and property through their language and behavior.
3. Children should resolve their own conflicts in a positive way whenever possible before requesting help from the school staff.
4. Students leaving their rooms during class time to go to the restroom, front office, or some other place should walk quietly at all times.
5. Nutritious snacks are encouraged during recess and must be eaten at the picnic tables and/or the playground.
6. Chewing gum is not permitted.
7. Bikes must be walked while on school grounds. Skates, roller blades, skateboards, and other personal equipment or toys are to be left at home unless teacher approval is given.

Fire Drills and Disaster Drills

Follow the directions given by the teacher. Silence is mandatory.

Games

1. Use playground equipment properly.
2. All children are welcome to join all games – there are no closed games.
3. The designated judge for each game is the first person in line. A judge's decision is final.
4. Keep-away, tackling, tag and wrestling are prohibited.
5. Bouncing balls against buildings is prohibited.
6. Hand balls are for bouncing and throwing only.

Village and Arena

1. Speak using inside voices.
2. Say "Please" and "Thank you".
3. Clean your area before leaving.
4. Raise your hand to be dismissed.
5. Always walk in the eating area.

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
- 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 either by Scholarship Prep Board following a hearing before it or by Scholarship Prep Board upon the recommendation of an Administrative Panel to be assigned by the Executive Director as needed. The Administrative Panel may recommend expulsion of 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 Executive Director or designee 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 further appeal is desired, the appeal should be made to the Scholarship Prep Charter School 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 Charter School is not responsible for any loss or damage to personal items.

Items not Allowed on Campus:

Certain items are not allowed at Scholarship Prep Public Schools 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:

- MP3 players, iPods, & other audio devices
- Toys
- Laser pointers
- Permanent markers

- Electronic games
- 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.

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 Charter School 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.

Harassment and Bullying

Scholarship Prep Charter School is committed to providing a learning environment that is free from harassment or bullying of any kind. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner, which contributes to a positive school environment
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome
4. Report all incidents of discrimination or harassment to the Principal
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately

ATTENDANCE

Attendance Policy

At Scholarship Prep, we view every day as an essential learning opportunity and recognize that student attendance directly contributes to academic achievement. Therefore, we expect excellent attendance of all of our students.

Absences

A child is considered absent when he/she is not in school.

Acceptable excused absences include:

- Personal illness
- Emergency medical, dental and optometry appointments (verified by a note signed by a physician)
- Serious family emergencies (subject to Principal approval)
- Death of a family member
- Court summons
- Observance of a religious holiday
- School approved activity

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 at 714-795-3498 by 9:00 a.m. of each day the student is absent. If the parent/guardian does not make the call by 9:00 am, the school will notify the parent in an effort to find out if the student has an excused absence.
- Send a note with your child to the school notifying the office of a pending absence or to clear an absence upon their return

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.

Procedure for Returning to School after an Absence

When the student returns to school, he/she should bring a note from his/her parent. Any student who is absent for medical, dental or other professional services must, in addition, present a note to the school office directly from the respective provider's office. The school is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink.

A valid note should contain:

1. Full name of the student
2. Date(s) or time of absence
3. Specific reason for absence
4. Telephone numbers where parents/guardians may be reached (home and work)
5. Signature of parent or guardian

If a student does not bring a note, he/she will be marked truant or unexcused.

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
- 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 Wednesdays are 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.

Short-Term Independent Study

The Scholarship Prep Short Term Independent Study (IS) 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. 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.

Legal Interventions

Scholarship Prep Charter School 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.

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 or she is late for school in order to be admitted to the classroom.

HOMWORK

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. At times, teachers will assign homework that requires some help from a parent or guardian (such as a family project). Although parents or guardians may monitor or assist with homework, it is the student who must assume responsibility for attempting and completing each assignment. 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 each day 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 notices explain the assignment missed, due date, and the impact on the homework grade. 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 three 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 three times per year to track individual student success and to provide a profile of the overall success and development of achievement at the school. Published assessments will be used in mathematics; and school wide writing assessments developed by teachers prior to the start of the school year will be used to assess writing. Additional assessments may take the form of teacher-created tests, essays or multi-step projects. 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, the Principal, the Executive Director, the Chief Operating Officer, the Chief Academic Officer, and the Board of Directors 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

Trimester Awards

Scholarship Award:

- Outstanding academic achievement in ELA/Literacy, Math, Science, and/or History
- Must have an "A" in the content areas given
- Citizenship grade must be "B" or higher
- All academic grades must be "B" or higher

Prep Award:

- Awarded to students who demonstrate the cumulative traits of the Pyramid of Success
- Must have an "A" in effort and citizenship to be eligible

Attendance:

- Daily attendance must be perfect (no absences or tardies for trimester)
- May include short term IS

Citizenship:

- "A" in both classroom and playground behavior.

Homework:

- "A" in homework

Personal Best

- Recipients of Attendance, Conduct, and Homework Awards in the same trimester.

End Of The Year

Hall of Fame

- Recipients must receive Personal Best Award all three (3) trimesters

Presidential Academic Awards

Educational Excellence:

- 3.5 grade point average with no "Cs" (Grade 6: cumulative criteria includes grades 4-6; Grade 8: cumulative criteria includes grades 7-8); and
- Student demonstrates high motivation, initiative, integrity, intellectual depth, leadership qualities and/or exceptional judgment.

Presidential Physical Fitness

- Students in grades 5 and 7 complete physical fitness testing and meet 85% of all National guidelines.

Wooden Award

- Best athletes that most exhibit the attributes of the Pyramid of Success.

Juilliard Award

- Best artists in each of the art-based elective areas (such as Studio Art, Music/Choir, etc.)

Special Event

Collegiate Awards (Based on CAASPP scores)

- 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
- Awards are presented at a special formal event hosted by school staff.

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 Coaching Sessions, 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.

Coaching Sessions

All students start their academic day with a coaching session. Through the Coaching Sessions, no student is allowed to “fall through the cracks” either academically or social-emotionally. The coaching focuses on personal, academic, school and family connections, and incorporates the components of the Pyramid of Success in daily lessons.

During the sessions, students are given direct and guided instruction on the Pyramid of Success. Students may also be engaged in team building activities to build community and reinforce the school's values. Students are expected to exhibit these traits on a daily basis inside the school building and in the community. The quality of work students submit in class, daily classroom behavior, interactions with peers and staff, and level of preparedness for class are evaluated based upon the Pyramid of Success.

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 Study 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 requirements of current federal and state legislation.

Retention/Promotion

Administration identifies students who should be retained between grade levels or who are at risk of being retained if they are not meeting grade-level standards. Promotion/Retention is based on proficiency in ELA/Literacy, Mathematics, and/or social/emotional developmental stages. Other indicators of academic achievement, including students' results on the statewide

assessments may be utilized as indicators of academic achievement. A Retention/Promotion team 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. The final decision is made by 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.

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.

Athletics Programs

Noon League

School sports leagues that take place during the school day provide students with numerous opportunities to participate in athletics endeavors of their choice.

100-Mile Club

The purpose of the 100-Mile Club is to support health, fitness, and offer our scholars the challenge of running (or walking) 100 miles at school during this academic school year.

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 visits
- 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 fund raising activities to support student field trips, awards, supplemental instructional materials, and school enhancements.

PEP Talks

Throughout the year, the school's founders and/or principal 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.

Scholarship Prep Charter School appreciates your participation as a parent volunteer and will make every attempt to match your interests and skills with projects or tasks that you are comfortable with.

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 Wednesdays) 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 Charter School believes that the communication between parents/guardians and the school is integral to the success of a 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 office 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.

HEALTH AND SAFETY

Healthy Choices

At Scholarship Prep Charter School 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 Charter School 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
- Inform teachers of any food allergies or restrictions

Administration of Medication during School Hours

Scholarship Prep Charter School 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 Charter School 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 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 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

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 Charter School 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, 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

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

The school's' emergency policies and procedures are formulated with the guidance of local law enforcement and Scholarship Prep Charter School 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 Charter School 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 instruction 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 Charter School 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

Visitors and volunteers are welcome in our schools. Principals are responsible for managing involvement of volunteers and visitors in their respective schools, 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.

Note: 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 principal's designee will:

1. 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 in the building, consistent with the above stated "purposes" of this directive.
2. For purposes of school safety and security, the Principal/designee will 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 campus, as approved by the Principal/designee.

3. The Principal/designee, may refuse to register a visitor if he/she 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.
4. Require all parents, visitors and volunteers to sign-in and sign-out on a Visitors and Volunteers Log.
5. 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.
6. Principals may ask any parents, visitors or volunteers who refuse to conform to visitors' procedures to exit the campus/building. 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.
7. 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.
8. 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.

Child Abuse Reporting

The California Child Abuse and Neglect Reporting Law requires that any teacher or other staff member who has 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 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 Charter School as a "Smoke Free Zone." Parents are asked to please refrain from smoking on campus or at any school event or activity.

Drugs and Alcohol

Scholarship Prep Charter School are 100% drug and alcohol free campuses. Scholarship Prep's Drug/Alcohol Policy 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.

ENROLLMENT

The open enrollment period will be widely advertised so that all parents know the timeframe for enrolling 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.

If Scholarship Prep has spaces available after the open enrollment period, enrollment forms will continue to be accepted.

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.

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.

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 _____