



Oak Park Preparatory Academy
CHARTER MIDDLE SCHOOL

FAMILY HANDBOOK
2017 - 2018

Excel ■ Succeed ■ Lead

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INTRODUCTION

Welcome to Oak Park Prep! We are thrilled that your family has chosen to become part of our community. The following handbook is intended to provide your family information on Oak Park Prep and its policies. **Please note that this handbook is a working document and policies may change at anytime. If policies change you will be notified immediately.**

Mission

Oak Park Preparatory Academy educates students in grades seven and eight to **excel** in a rigorous high school, **succeed** at a four-year university, and **lead** in their chosen profession.

Vision

We are founded upon the belief that ALL STUDENTS, regardless of their background or circumstances, can achieve at the highest academic levels and erase the opportunity gap within our community. Our unwavering belief in the power and potential of our students means that Oak Park Prep's stakeholders are exceptional in *who we are*.

We are...

Hard workers

Oak Park Prep students and staff spend over eight hours at school every day to ensure that students experience continuous academic growth and success. During those eight hours of instruction teachers and students are engaged in rigorous academic work designed to push students to new levels of learning. Every day Oak Park Prep students receive on average 150 minute of literacy instruction because we believe that literacy is the most important skill, which will ensure our students' future academic and professional success. Every member of the Oak Park Prep community not only works hard, but also works smart to maximize instructional time so that every single second is used for learning.

Disciplined leaders

The Oak Park Prep community believes that a "no excuses" culture is the key to student achievement. Teachers and leaders are warm but strict at all times. Students understand that their teachers care for them and, therefore, will let nothing stand in the way of their success. Oak Park Prep is a structured learning environment which creates a safe space for learning, saves time for instruction, and encourages warm and positive interactions between students and staff. All members of the Oak Park Prep community are expected to act as leaders and therefore always exemplify professionalism.

Accountable stakeholders

Students, families, teachers, and leaders at Oak Park Prep understand their role in educating students and commit to executing it without excuses. Teachers and leaders commit to communicate with families, to live our mission and vision, and to own the academic performance of our students. Students commit to following our school values of preparedness, respect, engagement, and professionalism. Families commit to support our academic program, ensure that students come to school on time and in uniform, and support academics outside of school. All stakeholders hold each other accountable for their roles in a respectful manner.

Achievement-oriented professionals

Student achievement is Oak Park Prep's bottom line. We believe that numbers don't lie and measurable student outcomes matter deeply. The Oak Park Prep community possesses a laser-like focus on student achievement. Teachers and leaders analyze assessment data and adjust our instruction to best educate our students. We provide extra supports and devote extra time to ensure our students experience continuous measurable academic growth. We believe that student achievement is a direct measurement of the success of our mission.

Continuously improving scholars

The phrase "good enough" does not exist at Oak Park Prep. All stakeholders work continuously to improve because students deserve nothing less. Teachers and leaders work to refine their practices and push students to higher academic levels. Students come to school to work hard every day because they know the harder they work, the smarter they get. Families want the best for their students and continuously support Oak Park Prep and their scholars. All stakeholders possess a hunger for excellence which will never be satisfied.

Because of who we are, we are also GAP CLOSERS and GAME CHANGERS. We work tirelessly, relentlessly, and with unconditional optimism to produce exemplary academic outcomes for our students and close the opportunity gap in our community.

Core Values

Oak Park Prep is characterized by rigorous academics and a college-going culture. We strive to build a strong community within the school and work to actively engage our students in their learning. We believe that the more students are invested in school, the less opportunity there will be for disruption. As a result, all school stakeholders agree to operate with PREP values – Prepared, Respectful, Engaged, and Professional. Staff, students, and families are all expected to be...

Prepared

We come to school with lesson plans and homework completed. We come in uniform with our materials organized neatly. We come with a good attitude, ready to teach and learn.

Respectful

All stakeholders respect each other and their roles at our school. Teachers teach, students learn, and families and leaders support. When we disagree with our teammates we do so by valuing them, acting with humility, and holding them accountable. We respect each other by following the rules and always executing our roles at an extremely high level.

Engaged

When we are at school we are constantly and enthusiastically engaged in the work of teaching and learning. We act with optimism, passion, and joy.

Professional

We keep a clean, neat, and organized environment. We dress like professionals. We address each other with respect.

ST+HOPE

PUBLIC SCHOOLS

St. HOPE Public Schools opened its doors in 2003 with a clear vision: to create one of the finest urban pre-kindergarten through 12th grade public school systems in America. Our students attend longer school days, are held to high expectations for academics and behavior and focus on preparing to obtain a college degree.

We provide a unique network of schools that guides our students from preschool through high school to college. Students gradually build a foundation of academic achievement, community responsibility and confidence empowering them to become educated leaders within their communities. Our rigorous curriculum has closed the achievement gap and dramatically increased the number of graduates who go on to college.

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. In 2012 88% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal. Because all of our schools share these goals, we also share the Five Pillars which provides the foundation for our schools' academics and culture:

1. *High Expectations*

St. HOPE Public Schools has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, families, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and intrinsic rewards and consequences for academic performance and behavior.

2. *Choice and Commitment*

Students, their families, and the staff of St. HOPE Public Schools choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. *More Time*

St. HOPE Public Schools knows that there are no shortcuts when it comes to success in academics and life. All SHPS, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges.

4. *Focus on Results*

St. HOPE Public Schools focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are no exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

5. *Power to Lead*

St. HOPE Public Schools trains all students to become leaders and our staff models leadership qualities.

Principals are given independent control of staffing and budget decisions and staff members are charged with

leading their students to academic success. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom.

Please see Appendix B for an overview of all four of our schools

Commitment to Excellence Contract

At Oak Park Prep, we recognize that all members of the school community must work together in order to create an environment conducive to academic excellence. Every child learns best when his or her family is actively involved in the child's education and abides by the school's cultural expectations. Families, students, and the school's administration, teachers and staff all have responsibilities to promote student learning and growth.

As educational partners, we must agree to create a respectful school environment, with everyone treating others as valued members of the community. Please read the school's cultural expectations as they are outlined below. School personnel, students, and all families/guardians need to sign this contract, indicating a willingness to uphold our responsibilities as active participants within the community.

STUDENT:	
<ul style="list-style-type: none">● Arrive at school on time, in proper uniform, and attend classes prepared to work;● Commit myself to achievement all day, every day;● Make the school a safe and orderly environment by being respectful and courteous;● Complete all homework assignments thoroughly and on time;● Seek help when I need it;● Follow our Core Values at all times— to be Prepared, Respectful, Engaged, and Professional;● Follow the school's rules and accept responsibility for my actions;● Engage in 10 hours of community service to uplift Oak Park and neighboring communities.	
Student Name (Please print):	
Student Signature:	DATE:

PARENT(S) / GUARDIAN(S): I / We agree to:	
<ul style="list-style-type: none">● Ensure my child arrives to school on time, in proper uniform and attends classes prepared to work;● Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote my child's behavior and success;● Support my child by maintaining high academic and behavioral standards;● Attend family-teacher conferences and family nights;● Check and sign all of my child's homework every night to ensure it is completed thoroughly and on time;● Review and sign weekly academic progress and PREP reports;● Follow the school's rules and accept responsibility as a partner in my child's learning;● Be active members of Oak Park Prep Academy and serve 10 hours of school service.	
Parent/Guardian's Name(s) (Please print):	
Parent's Signature(s):	DATE: DATE:

ADMINISTRATORS AND TEACHERS: We agree to:	
<ul style="list-style-type: none">● Arrive to school on time to provide for an academically rigorous college preparatory environment;● Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote the students' courteous behavior;● Communicate regularly with families;	

- Assess students regularly and fairly;
- Follow the school's rules and accept responsibility as partners in the students' learning;
- Support students to become exceptional, productive, and positive people.

Name (Print):

Signature:

DATE:

ATTENDANCE

Attendance Policy

To be successful at Oak Park Prep, students must be present. We cover a great deal of material every day that cannot simply be made up at home. We know that students who miss a lot of school are not as successful as those who attend every day. Therefore, we expect students to be at school every day unless they are legitimately sick and unable to complete work.

If a student is expected to be absent, families/guardians must contact Oak Park Prep's office by phone the night before the day of the expected absence. If a student becomes sick in the morning, the families/guardians must contact Oak Park Prep's office by 8:00 a.m. If a student is not in the classroom and the school has not been notified that he or she will be absent, his or her parent or guardian will be called as soon as possible.

Morning Arrival

Oak Park Prep will open the gate on the North side of campus close to the intersection of 35th and V Streets at 7:15 a.m. every day for families to drop off their students or for students to enter. Students are welcome to arrive, eat breakfast, socialize with peers, review PW and read independently. Coming to school early is a privilege and should be treated as such. If a student is unable to handle that privilege and presents a behavior problem, that student will be permitted to enter the school at 7:30 a.m., directly before the school day officially begins. Also, unless an appointment has been made with a specific staff member ahead of time, students and families are asked to remain outside of the school building before 7:15 a.m. Students are **not** permitted to enter through the Sac High campus, or to come in through the gate that leads to the teachers' parking lot. The parking lot directly in front of school is for staff only.

Lateness/Tardy

Oak Park Prep values punctuality. It is an important life skill and a show of respect to others. Just as we expect staff to be punctual for their students, families need to ensure that students arrive to school on time. This is even more important because Oak Park Prep students begin their learning from the moment a student enters the building. Students are taught skills in organizing their materials, meal behavior, and cleanliness. If a student is late to school, they disrupt the learning of other students and risk falling behind.

Oak Park Prep's entrance opens at 7:15 a.m. Students must arrive in their homerooms by 7:40 a.m. Students arriving at their homerooms at 7:41 a.m. or later are considered tardy. Because it will take at least two minutes for students to walk from the gate to the Fieldhouse, we ask that students are dropped off at 7:35 a.m.

Breakfast: Students who arrive close to 7:40 a.m. may not have enough time to finish breakfast, since activities start promptly at 7:40. Therefore, if families/guardians want their students to receive breakfast, the student must arrive at school no later than 7:30 a.m.

Dismissal

Oak Park Prep will have two dismissal times for students. All students will be released at their determined dismissal time unless otherwise agreed upon by the student's families and Oak Park Prep's administration. Students will exit

campus from the pool gate at 34th and W St. (please note that this exit is different from the morning entry point). Families who arrive early for dismissal must park along 34th street.

First Dismissal – 3:30 PM

All students are released at 3:30 on Mondays and Fridays, and this is also the dismissal time for students choosing not to stay for tutoring on Tuesdays or Thursdays. Families/guardians who arrive before dismissal must wait on 34th street until student are released. All students will be asked to leave the St. HOPE school campus at 4:15. It is important that on Mondays and Fridays students proceed to the front gate at 3:30 and do **not** stay on campus, as this is when teachers have team meetings.

Second Dismissal – 4:00 P.M.

Students who attend tutoring on Tuesdays and Thursdays will be dismissed at 4:00. All students are welcome to attend tutoring, and students with an NCR should always attend tutoring. All students will be asked to leave the school campus at 4:15.

Wednesday Dismissals - 2:05 P.M.

Each Wednesday students are dismissed at 2:05 in order to allow for teachers and staff to receive Professional Development. It is important that all families arrange to have students picked up at this time, as with all staff in meetings there will be no one to supervise students after 2:30.

Minimum Days - 12:05 P.M.

Occasionally on Fridays, or on specified testing days, students are released at 12:05. Families will be notified when a Minimum Day is coming up through the weekly newsletter as well as auto calls. Please ensure that all students are picked up by 12:30 on those days.

After School Program - 3:30 - 6:00 P.M.

Scholars who are enrolled in the after school program should report directly to the program after school. All scholars should be checked-in by 3:35 p.m. and will remain in the program until they are picked-up by a family member. Scholars who want to attend tutoring or have school sponsored sports practice need to check-in with the after school program before attending another activity .

Early Dismissals

Please note: all routine doctor and dentist appointments should be conducted outside of school hours. If an appointment is scheduled during school hours, it is expected that a child come to school before the appointment and return to school after the appointment so that the child may finish the remainder of the school day. Short and minimum day schedules are the best days to schedule appointments.

If a student must be dismissed early because of illness or an emergency, Oak Park Prep will only release students to their legal guardians or individuals their legal guardians have designated to do so in writing.

School Closings

In the rare case that there is a school closing, Oak Park Prep will call families as soon as we know. Families will also be notified of school re-opening information as soon as it is made available. (Examples of reasons why a school may close: flooding, no power, safety or security issue in the building or community.)

Excused vs. Unexcused Absences and Tardiness

In order for an absence to be considered excused, students must return to school with a doctor's note, explaining the nature of the illness, or a clear explanation from the parent, explaining specifically what is wrong.

All other absences will be considered unexcused. Students will not be excused from school for family vacations, parties, or to provide childcare for siblings. State law permits absences for the following reasons: Illness, Quarantine(as directed by the Health Department), or Attendance at the funeral of an immediate family member.

If a student is absent from school due to suspension, these days will be treated the same as unexcused absences.

If a student misses school, Oak Park Prep will make reasonable efforts to contact the student's parent or guardian by phone, in writing, or in person.

If a student missed school, the student is responsible for collecting, completing and turning in all missing work. Make-up work will not be guaranteed for unexcused absences.

Truancy

A student is considered truant when they miss more than 30 minutes of instruction without an excuse three times during the school year.

Education Code Section 48260(a) defines a truant as: "any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district."

Notifications: Unexcused absences and tardiness are treated alike and have the same consequences.

First Unexcused Absence: Phone call home and letter home, stating the absences is unexcused and reiterating that three unexcused absences is considered truant.

Second Unexcused Absence: Phone call home and letter home, stating the absence is unexcused and reiterating that three unexcused absences is considered truant. Parent and Student must sign the Attendance Contract and return it to the school.

Third Unexcused Absence (Truant): Parent will be sent home the notification letter stating that their student is now considered truant and may be referred to the SARB Department. A parent conference will be requested with the Attendance Manager and another school official.

Habitual Truant: Any student who has been reported as truant and who is absent from school without a valid excuse for one or more days or tardy on one or more occasions shall again be reported to the site administrator or designee. The parent/guardian will be notified again and advised that further unexcused absences may result in a referral to SARB. (*Education Code* Section 48261).

Chronic Truant: A student who has missed 10% or more of the school year without a valid excuse. Penal code places further penalties on these families.

The SARB Process:

1. After three unexcused absences or tardies of more than 30 minutes, the school or district sends the parent or guardian *Truancy Letter #1*.
2. This initiates the SARB referral process; all parental contacts should be documented.
3. After four unexcused absences, *Truancy Letter #2* is sent.
4. After five unexcused absences, *Truancy Letter #3* is sent. The completed SARB Referral Form and pertinent documents are sent to the district child welfare and attendance office. More information can be found here:

<http://www.cde.ca.gov/ls/ai/sb/>



Oak Park Preparatory Academy 2017-18 Academic Calendar

Oak Park Prep Main Office

2315 34th Street, Room P-9, Sacramento, CA 95817

Phone: (916) 649-7880

Fax: (916) 649-7880

Website: www.oakparkprep.org

Holidays

August 9th	First Day of School
September 4th	Labor Day
October 5th to 16th	Fall Ibreak
November 10th	Veterans Day
November 20th to 24th	Thanksgiving Break
Dec 21st to Jan 9th	Winter Break
January 21st	Martin Luther King Jr. Day
February 19th	Presidents Day
March 22nd to April 2nd	Spring Break
May 28th	Memorial Day
June 7th	Last Day of Classes

Legend

	SHPS Holiday
	Minimum Release Day for Students
	Early Release Day for Students
	Non-Attendance Day for Students



2017

July							August							September						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
						1													1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
30	31																			

October							November							December						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
1	2	3	4	5	6	7			1	2	3	4		3	4	5	6	7	8	9
8	9	10	11	12	13	14	5	6	7	8	9	10	11	10	11	12	13	14	15	16
15	16	17	18	19	20	21	12	13	14	15	16	17	18	17	18	19	20	21	22	23
22	23	24	25	26	27	28	19	20	21	22	23	24	25	24	25	26	27	28	29	30
29	30	31					26	27	28	29	30			31						

2018

January							February							March						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
		1	2	3	4	5					1	2	3					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28				25	26	27	28	29	30	31

April							May							June						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

ACADEMICS

Because Oak Park Prep is committed to ensuring that ALL of our students achieve at the highest academic levels Oak Park Prep students attend a longer school day and spend more time on the core academic subjects.

- Oak Park Prep's school day is 8 hours, while the surrounding middle schools have only 6 hours of instruction. In comparison, Oak Park Prep students are provided with 30% more time to learn when compared to surrounding middle schools.
- Oak Park Prep students receive on average 190 minutes of literacy instruction every day.
- Oak Park Prep students have two periods of math every day.
- Oak Park Prep students receive science, humanities, and physical education instruction every week.

- Oak Park Prep students receive over one hour of small group instruction every day.

Sample Daily Schedule

Period	Times	Monday/Thursday
A	7:15 - 7:40	Arrival in Field House
HR	7:40 – 8:00	Homeroom
1	8:00 – 9:11	Math
2	9:14 – 10:25	PE
3	10:28 – 11:39	Sci
4	11:42– 12:53	ELA
L	12:53 – 1:25	Lunch
A	1:25 – 2:05	Math B
B	2:07 – 2:47	ELA B
C	2:49 – 3:30	Study Hall
D	3:30	Dismissal #1
T	3:30 - 4:00	Tutoring
D	4:00	Dismissal #2

Elective Wednesdays

Every Wednesday Oak Park Prep staff and students will be on an alternate schedule to provide time for student enrichment from 12:40 p.m. to 2:05 p.m. Elective classes will change each quarter so that students have multiple

opportunities to try new activities.. ***Elective classes are considered a privilege and not a right.*** Therefore, students who have 2 or more NCRS and/or do not meet Oak Park Prep's behavioral expectations during the week or during elective classes will not be allowed to attend electives and will attend Academic Extension instead where they will complete missing work, extension activities or character education work.

Professional Work (Homework)

Professional Work (Homework) is an essential component of Oak Park Prep's educational program. The work that we send home is designed to reinforce the knowledge and skills that were taught in class, help students develop a deeper understanding of academic concepts, and promote the habits that we recognize will be important in college and in their future professions. Because we know how important it is to teach this to students, **Professional Work will be assigned EVERY night at Oak Park Prep.** This will include weekends. It is critical that families review their child's Professional Work and monitor its progress every night.

Professional Work includes 20 minutes of required reading every night, including weekends, holidays, and vacations. Families/guardians should check in with their scholar regarding what they read each night and check for comprehension. Professional Work must be completed in full and meet the high standards that Oak Park Prep sets for effort and presentation.

Organization and Collection

All students will be given a Professional Work folder that includes a planner to write down each night's assignment and the work that needs to be completed. Professional Work folders are designed and prepared to teach students essential organizational skills. Professional Work must be completed and in the student's folder. It must be neat, clean, and thorough. Professional Work folders will be checked by students' homeroom teachers each morning.

Please Note: Professional Work is a critical part of your child's education. It gives him or her organizational skills, reviews important instructional material, and allows teachers to recognize where students need help. This work is what truly helps support students to be successful and prepared for college, and we take it seriously.

Professional Work Requirements

The teacher should:

- Create meaningful assignments
- Make sure that Professional Work is checked or graded daily
- Clearly communicate all student assignments
- Relate the assignment to what was learned in class
- Use Professional Work as a way to check for understanding of the skill and content
- Be available to help students in the evening (by phone or email)

The student should:

- Show their Professional Work to their families/guardians every night
- Be responsible for completing assignments on time, accurately, and neatly
- Complete all missed assignments due to absences
- Read for 20 minutes every day
- Always try their best to complete all work

The family should:

- Provide time and a quiet place for students to study
- Help the student develop responsibility by completing all of their assignments
- Be aware of all assignments (by looking at the Professional Work folder), review the child's work, and assist as needed

- Make sure that every assignment is completed to Oak Park Prep's standards
- Talk to their child about what he or she learned at school and encourage their child to develop a positive attitude about learning

Tutoring and Professional Work Support

Oak Park Prep students are welcome to stay in Tutoring after first dismissal from 3:30 p.m. to 4:00 p.m. on Tuesdays and Thursdays, to study, work on Professional Work, or seek help from teachers. On Tuesdays and Thursdays sign-up sheets will be placed on each classroom door. Students *must* sign up for tutoring in the class they need help with before the school day ends. Students are not permitted to stay on campus to hang out, socialize, or wait for friends who are in tutoring. Students who are not able to comply with these rules will be asked to leave and Oak Park Prep's staff will contact their families to inform them that their student no longer be able to attend tutoring in the future.

Oak Park Prep teachers will all have cell phones and work emails which we will distribute to students and families. If students or families have any questions or concerns about Professional Work, classwork, grades, or other matters they are encouraged to contact them.

Cheating and Plagiarism

Cheating is a serious offense and will not be tolerated at Oak Park Prep under any circumstances. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating not helping. Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work. The first time cheating or plagiarism occurs at Oak Park Prep, the teacher will notify families/guardians and the Principal. The student will receive a grade of zero on the assignment or test and an additional consequence assigned by the Principal. If a student cheats or plagiarizes a second time, the matter will require a conference with the student, parent/guardian, and Principal. Cheating and plagiarism are grounds for expulsion.

Promotion Policies

To ensure promotion to the next grade, a student must have the following:

- Passing grade (70%) in four out of the five classes.
- A minimum 90% attendance rate for the year.

To participate in the end of 8th grade Promotion ceremony students must have the following:

- Passing grades (70%) in all classes. No NCRs.
- A PREP score over 95 or higher
- Completion of 10 hours of community service
- A minimum of 90% attendance rate for the year.

If one or more of these criterion is not met, the student's promotion is put in jeopardy. Students with extended or chronic health problems will have an attendance policy developed that it is aligned and appropriate with their medical condition.

Weekly Grade Checks

Every Wednesday students will be given updated grade reports to give to their families. Families are to look over these grade reports, sign them, and have students return them to school in the Parent Communication Folder on Thursday morning. Grade reports are an important tool for teachers to keep families updated on their student's academic performance on a weekly basis. The Family Communication Folder will also have a weekly behavior report, as well as a newsletter and any other documents that should be reviewed by all families. Students are required to return their folder every Thursday with parent signatures indicating that all items were reviewed and discussed.

Academic Saturday School

If a scholar has 3 or more NCRs they may be asked to attend Academic Saturday School. This will be a time for them to make up any missing assignments, with the support of a teacher or admin. These sessions should be seen as an additional support and should be a priority for any scholar.

Student Supplies

Supply lists will be handed out during culture week, and students will need to purchase supplies by the first Monday of school. In general, students need to come to school every day with 2 sharpened pencils, their appropriate content binders, or notebooks and it is also recommended that they have a black dry erase marker

Oak Park Prep will provide every students with the following materials to help keep them organized

- Folders, lined paper, black PW folder, green communication folder, advisory and data binder.

Oak Park Prep asks that families donate the following supplies to Oak Park Prep which will be shared with all students:

- | | |
|----------------------------|---|
| ● 24 No. 2 Pencils | ● 2 glue sticks |
| ● 12 Black Pens | ● 4 boxes of tissue |
| ● 2 erasers | ● 1 Pack of College Rule Loose Leaf Paper |
| ● 1 box of colored pencils | ● 1 Pack of Highlighters |
| ● 1 pack of markers | |

Additional materials that may be needed to ensure the success of your child will be given as a list to families during the school year.

SCHOOL CULTURE AND SAFETY

Closed Campus

Under no circumstances are students to leave Oak Park Prep's campus without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that Oak Park Prep has two neighboring schools on the Sac High Campus, and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave Oak Park Prep's campus unless they are escorted by a school staff member or other authorized adult.

Visitor Policy

All Oak Park Prep visitors are required to first report to the Main Office. Any visitor, including family members, who do not report to the office or is found on Oak Park Prep's campus without authorization will be asked to leave immediately. Visitors should wear visitor stickers at all times to indicate that they have checked-in at the main office. Families are encouraged to visit the school; parent involvement is discussed in more detail later in this handbook.

Uniforms and Dress Code

Uniform Components:

- **Shirt:** Students must wear an Oak Park Prep polo shirt at all times. The only shirt that can be under the uniform shirt is a white, gray or black t-shirt that must be tucked in. All shirts can be purchased directly from the school.
- **Pants/Shorts/Skirts:** Standard Dockers style khaki pants may be worn (no jeans). No baggy style, sagging or ripped or tattered pants. All skirts/skorts/shorts must be plain and reach the top of the knee. Leggings are not considered pants and may not be worn alone.
- **Belt:** Solid black, brown or white belts are mandatory. No studs, spikes, jewels, or other decorations are allowed on belts. No large, decorated, or customized belt buckles.

- **Shoes:** Dress or athletic shoes that are only composed of black, green, brown, white, or gray. Shoes cannot display any other color including shades of red or blue (pink, maroon, burgundy, navy, teal, turquoise, etc). All shoes must have a back strap and cannot have a heel over 2 inches.
- **Socks:** Socks must be worn at all times (unless wearing sandals), and may only be composed of black, green, brown, white, or gray and may not be higher than mid-calf.
- **Sweatshirts/Outerwear:** Students are permitted to wear official Oak Park Prep sweatshirts, OPPA fleeces, or OPPA black jackets in the classroom to stay warm during colder months. They can also wear a plain black button up cardigan. Oak Park Prep polo shirts must be worn underneath. Oak Park Prep sweatshirts and fleeces will be available for purchase from the school. Students are not permitted to wear any other sweatshirts or outerwear on campus. Other outerwear may be worn to school, however they will be stored in P1 throughout the day as they are not allowed in the classrooms. .
- **PE Uniform:** Student must change into their PE attire, black OPPA shorts and a green OPPA sports top for every PE class. Student must wear appropriate sock and shoes (no red/blue). On cold days students may wear plain black/gray/green leggings under their PE shorts, or plain black/gray or green sweatpants as an alternative.

Oak Park Prep Middle School Dress Code:

1. All uniform shirts must be tucked in unless otherwise specified (i.e. PE).
2. Undershirts (either short-sleeve or long-sleeve) may only be plain white, black or gray. No undershirts with colors or designs are permitted.
3. Students may not wear inappropriately tight or short shirts, pants, shorts, skirts, or skorts. Oak Park Prep defines inappropriately short as being any skirt, skort, or shorts that do not reach the top of the knee.
4. All pants must fit around the natural waist and not be excessively baggy and may not cover the shoes.
5. Belts must be worn through all belt loops around the waist (not used to help sag pants).
6. All clothing must be hemmed. Cutoffs are not allowed.
7. Students may not wear sleeveless or cut off shirts, blouses, or dresses.
8. Students may not wear denim clothing (pants, jackets, etc...)
9. Hair must be must be worn neatly and without designs or embellishments. Large Mohawks, lines, beads, or unnatural hair colors (blue, red, maroon, purple, green, etc.) are not permitted for any student.
10. Students may not wear hats, caps, "do" rags, bandanas, or other head coverings at school, unless deemed appropriate. For students with a religious requirement for wearing head covering, this will be discussed on a case-by-case basis.
11. For safety reasons, the following jewelry will not be permitted at Oak Park Prep: chains, chokers, multiple-finger rings, toe rings, and dangling earrings, large stud earrings, (larger than a quarter), spikes or gages. Small necklaces must be tucked under the uniform shirt at all times. Small studs earrings are allowed.
12. Students may not wear multiple bracelets. Two maximum, one per wrist. No red or blue. No inappropriate slogans or materials are allowed on bracelets.
13. Students may not pierce any body parts other than their ears.
14. Students may not wear make-up with color.
15. Students are not allowed to have red or blue paint on their nails.
16. Students may not have visible tattoos (real or fake).
17. Students may not wear perfume/cologne/spray-on deodorant.
18. Any item of clothing, accessory, or personal belonging deemed to be a distraction to the learning environment will not be allowed.

Non Uniform Dress Days

Any day a scholar will be allowed to wear non-uniform attire will be communicated in either the weekly newsletter, or in a daily pass. Scholars must always have a pass to attend school in non-uniform attire. Potential non-uniform dress days:

- Wednesday - Character Awards winners can wear their character award t-shirt and jeans
- Thursday - Scholars with specific PREP scores will earn passes for free jeans, shoes or full free dress days.
- Friday - Platinum scholars can wear their college bound t-shirt, a t-shirt with a college logo and jeans
- Spirit Days - Twice a year OPPA will have a spirit week with designated dress-up days.

- Sports Teams - Teams will wear professional attire or their uniform top on game days.

Professional Dress Days

Occasionally Oak Park Prep scholars will be permitted to wear professional dress in lieu of wearing Oak Park Prep's school uniform. These days are an opportunity for students to learn about professional clothing, view dressing up as a privilege, and take pride in looking professional. Details on Professional Dress Days will be released before the first day.

Jeans Day

Scholars who demonstrate PREP will earn Jeans Day Passes. These scholars may wear their uniform top, tucked in to jeans instead of khaki bottoms. Jeans may not be red or royal blue, or tattered with rips and/or holes.

Free Dress Days

Occasionally Oak Park prep scholars will earn a Free Dress Pass. These scholars may wear free dress as long as it is still school appropriate, and no red or blue. Anything that causes distractions to the learning environment will not be tolerated and students will be asked to change.

Platinum Scholar Fridays

Oak Park Prep students who have earned the distinction of "Platinum Scholar" through working hard and exhibiting positive behavior and professionalism will be allowed their own dress code on designated Platinum Scholar Fridays. On Platinum Scholar Fridays students will be allowed to wear jeans and college t-shirts and sweatshirts, or jeans with Oak Park Prep's College Bound t-shirt. Specific dress code guidelines and dates of Platinum Scholar Fridays will be released before Oak Park Prep's first Platinum Scholar Friday.

Backpacks

All scholars must bring backpacks to school. No royal blue or red backpacks are permitted. No backpacks with inappropriate decorations are allowed. If a student must bring a purse, that purse should remain inside the backpack at all times.

COMMUNICATION

Visitors

Oak Park Prep is always happy to have visitors. Anyone, including families/guardians who wish to visit our school, must first call the office to set up an appointment. Our Office Manager will make every attempt to arrange the visit within 24 hours of the request. All visitors must sign in at the office and wear a name tag.

Phone Use

Students may not use any phone without permission from Oak Park Prep's staff. Students will only be allowed to use the phone in the front office in case of an emergency as determined by Oak Park Prep's staff.

Students may not receive incoming phone calls during the school day unless it is an emergency that requires immediate attention. If it is an emergency, please call the main office number and leave the message with the Office Manager

Teacher Voicemail and Email

Families are encouraged to communicate with their child's teacher via phone and email. Teachers are available for phone calls before and after school. Messages may be left for teachers with the Office Manager. Please leave your name and your child's name, a phone number and time you may be reached, and a brief message regarding the reason for the call. Teachers/Staff will return your call or email within 24 hours. If after 24 hours a teacher has not responded to your message, please contact the Principal. Please remember that messages may not be received until after the instructional day ends.

Meeting with Staff

To meet with a teacher, families must make an appointment. An appointment can be made by calling the school and speaking with the Office Manager. Families should not expect to meet with a teacher without a prior appointment.

Media

All media for Oak Park Prep will be handled by the Principal in conjunction with St. HOPE Public Schools.

Families were given a release form to sign in their enrollment packets that gives or denies permission to post pictures or allow filming of their child(ren).

SCHOOL CULTURE AND DISCIPLINE

Discipline is a foundation for learning. It refers to organized and orderly classrooms, where time is used efficiently and everyone is working their hardest. An important component to discipline is structure. Structure provides a clear framework for learning to take place. Oak Park Prep's structure will provide a safe place where students can focus on their learning and growth.

In order to have this structure and support, we expect students to conduct themselves as scholars, and reflect our core values at all times. Students will be expected to reflect good manners such as saying "Please" and "Thank You" as well as excuse themselves when they need to speak to people who are already engaged in conversations. We expect that students will conduct themselves in this way while in their communities and that it will prepare them for life outside of Oak Park Prep.

PREP Values

PREP values are an important component of Oak Park Prep school culture and discipline system. To prepare students for college, we cannot simply assume that their grade-level proficiency will be enough to ensure their success and achievement. We also cannot hold students accountable for high levels of behavior unless we specifically teach them, just as we would teach reading or addition. As a result, Oak Park Prep will teach students the behaviors that we expect for a strong school culture, and those that will help them to excel, succeed, and lead in high school, college, and their chosen profession. We will develop these skills extensively over the beginning weeks of the school year and reinforce

them as the year progresses. PREP values will be used for individual and class positive and negative consequence systems.

PREP Values

PREP Values are the core values that all members of Oak Park Prep's community are expected to operate with at all times. For students being PREP means that they are...

Core Value	Description
Prepared	Completed homework; Bringing all required materials to class; Coming to school in uniform; Having families sign homework and notices
Respectful	Raising hands; Listening while others are talking; Speaking in appropriate tones and volumes; Following school and classroom procedures
Engaged	Class Participation; Using complete sentences; Volunteering; Completing class jobs; Asking questions; Build on other's ideas; Academic Risk-Taking
Professional	Taking responsibility for one's actions; Presenting oneself using appropriate dress and language; Working with purpose; Valuing quality over quantity; Demonstrating effort throughout the full day

SLANT

To help students learn professional habits, Oak Park Prep expects that students always SLANT in class.

S Sit Up Straight	Students are expected to demonstrate good posture at all times. Students should not ever have their heads down on their desks unless they have been given permission to do so. When sitting, students should have their bottoms in their chair and feet on the floor. When standing, students should have equal weight on both feet. Student's hands should always be in productive positions and not in their pockets or underneath the desk.
L Listen and Participate	Oak Park Prep scholars learn by listening to their teachers and peers and asking and answering questions when called upon. Respectful interactions and enthusiasm are key components of learning which happen when scholars listen and participate throughout each class.
A Always be on task	Oak Park Prep scholars are expected to be on task 100% of the time with very few reminders by teachers. Students should ask and answer questions by raising their hands and waiting to be called on by the teacher.
N	The most effective learning environments are positive and supportive - this is why encouragement

eNcourage other scholars	is an important part of SLANT expectations. When students struggle to answer a question or complete a problem their teammates are asked to send the scholar positive energy by giving them “snaps” rather than rolling their eyes, tuning out, or yelling out the answer. Teamwork and encouragement are the norm at Oak Park Prep.
T Track the Speaker	Students are expected to track the speaker at all times. When the teacher is talking, scholars need to track the teacher with their eyes. Scholars should also track any student who has been given permission to speak by the teacher. Tracking helps students to stay on task, to concentrate, and to be polite.

School Culture Systems – The MERIT System

Oak Park Prep teachers and staff are trained to sweat the small stuff, to care about the little things that are key to a successful, structured school. We know that doing this will keep classes running smoothly and efficiently, which prevents bigger problems from happening. To hold our scholars accountable to our high behavioral expectations and reward our outstanding behavior Oak Park Prep uses a Prep Scores system to track our students’ actions.

To encourage good behavior Oak Park Prep teachers and staff will award merit points (bonuses) for students who exemplify our PREP values. Students will be awarded merits for outstanding...

- Enthusiasm
- Organization
- Insightful comment or question
- Improvement resulting from extra effort
- Taking Initiative
- Leadership
- Integrity (doing the right thing when nobody's watching)
- Assisting teacher
- Tutoring a peer
- Showing kindness/courtesy
- Beautifying classroom/school
- Use of precise language
- Articulate expression of complex thought/idea
- Caring for a teammate in need
- Making a respectful argument to counter a classmates thought or idea
- Being polite to students, staff, visitors
- Expressing ideas with genuine tone, energy
- Using the process of reflection to improve decision making
- Respectfully advocating for their own learning
- Other merit not listed

When students choose not to follow the rules they may receive a deduction, which counteracts merits on their Prep Score. Deductions can be earned for:

- Uniform violations
- Inappropriate language
- Banned items (such as eating in class)
- Misusing school equipment
- Using the restroom without a pass

Additionally, if a student’s behavior becomes disruptive to the learning process, s/he may be given a reset pass as an opportunity to speak with the Dean and fix behavior before returning to class. If the disruptive behavior persists, students may then receive a referral.

PREP Reports and PREP Points

Each Wednesday, students' PREP Scores reset at 100, and then students' Merits and Deductions will be totaled to determine the number of PREP Points a student has earned during the week and a PREP Report will be generated and distributed to scholars to take home to their families. Every Wednesday families should read over the PREP reports, discuss it with their scholars, and sign it for return to Oak Park Prep in the student's Family Communication Folder on Thursday. Students and their families can also keep track of Prep Scores on a daily basis using Class Dojo. The PREP Points listed in students PREP reports will be totaled throughout the year and will be used to determine individual rewards such as field trips, awards, and our Platinum/Silver Scholar designation.

Platinum Scholars and Silver Scholars

By earning and accumulating PREP points for outstanding behavior and demonstrating academic achievement Oak Park Prep scholars can earn our highest honor: the Platinum Scholar Award, and the second highest honor: the Silver Scholar Award. Students who become Platinum or Silver Scholars will be given special privileges such as extra leadership opportunities, special trips, Platinum Scholar dress days, and extra privileges during breakfast and lunch. Below is a list of requirements to earn the award and a list of privileges.

Silver Scholar Award

Requirements (must meet all)	Privileges
<ul style="list-style-type: none">● 95% attendance or above (2 or fewer absences a quarter)● 3.0 GPA or above● PREP Report Average of 100 or above	<ul style="list-style-type: none">● Second in line for lunch,● Three PW passes,● Consideration for leadership opportunities,● Surprise privileges and events

Platinum Scholar Award

Requirements (must meet all)	Privileges
<ul style="list-style-type: none">● 95% attendance or above (3 or fewer absences a quarter)● 3.5 GPA or above● PREP Report Average of 110 or above	<ul style="list-style-type: none">● College Bound T-Shirt, or college shirt/sweatshirt and Jeans every Friday,● First in line for lunch,● Five PW Passes,● First consideration for leadership opportunities,● Surprise privileges and events

Other Awards and Honors

It is Oak Park Prep's philosophy to reward, encourage, and support our scholars. Other awards for outstanding behavior, academic achievement, academic growth, work ethic, independent reading, etc. will be given to students at the end of each quarter to celebrate our scholars achievements and encourage others to achieve.

PREP Scores Incentives

150 or above	Teaching Assistant or VP for an afternoon, and Free Dress Pass and PW pass
149 - 140	Free Dress Pass or 3 PW Passes
139 - 130	Free PW Pass, Free Jeans Pass or Free Shoes Pass , and extra PW Pass
129 - 120	Free PW Pass, Free Jeans Pass or Free Shoes Pass
119 – 100	Scholars earn Wednesday electives
99 – 80	Scholars earn Academic Extension (2 hour weekly detention)
79 or below	Scholars earn Saturday School (3 hour campus beautification)

Loss of Privileges

Oak Park Prep offers students many privileges that can be taken away as a consequence for poor behavior. Privileges that can be lost include: electives on Wednesdays, school-wide celebrations, field trips, after-school activities, socializing during physical education, breaks, breakfast, or lunch.

Send-Outs

Oak Park Prep believes in order for students to grow academically there has to be a minimal amount of classroom disruptions. Disruptions in the classroom can have a negative impact on students learning and the overall culture of a school's campus. At Oak Park Prep, when a student is having difficulty remaining in class he/she will be asked to go to the Dean's office. This action is called a Send-Out. There are two types of Send-Outs a student can earn, Reset Pass and a Referral.

Reset Pass

If a scholar needs to reset their behavior or mindset they will be given a reset pass where they will meet with the Dean to discuss the problem along with strategies to resolve them before returning to class. Each **Reset Pass** is a -10 which counts towards the students overall PREP score. During this time with the Dean, they do either an independent written reflection, or verbal reflection with the Dean. The purpose of these passes are to give the scholar a new space to reset and get back to class as quickly as possible.

Referrals

If a student is sent out of class after returning from a Reset Pass, they will receive a **Referral**. A referral suggests the student may need more intensive mediation with the Dean which includes verbal/written reflections. A phone call home and possible parent conference may be arranged if there is not a change in behavior. Each **Referral** is a -20 which counts towards the students overall PREP score. If a student receives three Send-Outs in a week they will earn an In Class Suspension (ICS), where they will be isolated from their class, but still receiving all academic content. If a student receives a fourth Send-Out during the week he/she will be placed on In School Suspension (ISS) where they will remain in the Dean's office for the entire day but will receive academic support from teachers during their prep periods or on an as needed basis.

Repetitive Behavior Send-Outs in a Day:

Send-Outs in a week:

1st Send-Out	Meeting with Dean
2nd Send-Out	Meeting with Dean Resolution Meeting Family Contacted
3rd Send-Out	Meeting with Dean Family Contacted Saturday School ICS for Two Days
4th Send-Out	Meeting with Dean Family Contacted Saturday School
5th Send-Out	Family Conference Out of School Suspension

Subject to change at Administration's discretion

In-School/Class Suspensions

Oak Park Prep may require students to serve an in-school suspension during which they must wear an alternative school uniform and are not allowed to interact with other students for the day. These in-school suspensions may be given for students who demonstrate disruptive behavior or consistently violate the PREP expectations. In-school suspensions may also be given in cases where a student needs to be sent home but we are unable to reach a parent.

In-School Suspension

If a **student** earns a referral while on ICS they will be moved to ISS. This means they will remain in the Dean's office for the remainder of the **day. While in the Dean's office they are still to complete all work from the day.**

Saturday School

Scholars earn Saturday School by ending the week with a PREP Score below 80. Saturday school runs from 7 am to 10 am every Saturday. Scholars who attend Saturday school will have the opportunity to reflect on their behavior, engage in campus beautification, and complete any missing assignments.

Missing Saturday School

- **1st Miss** - Four days of ICS and will have to make it up the following Saturday
- **2nd Miss** - Parent Conference and Four days of ISS
- **3rd Miss** - Out of School Suspension

Physical Incidents

There is zero tolerance for fighting. In almost every case, any student involved will be suspended. Families will be required to come to school and to pick up the student involved in the fight on the day of the incident. The school encourages non-violent conflict resolution. Students are expected to use the techniques of conflict-resolution to settle all disputes in a non-violent manner. Faculty will work to spot problems and students are expected to report conflicts before they escalate.

Bullying

There is zero tolerance for either verbal or physical bullying. If a student bullies another student, he or she will be warned and the parent will receive a phone call and written notice of the incident. If the student is caught in another bullying incident then the student will be suspended. In order for the student to return to school the parent must meet with the Principal and develop a plan for the bullying to stop. See Appendix for St. HOPE's official bullying policy.

Suspensions and Expulsions

Oak Park Prep follows "St. HOPE Public Schools' Suspension and Expulsion Policy and Procedure." This document can be located in **Appendix A** of this handbook.

Group Penalties

Oak Park Prep retains the right to punish students as a group. The school does not seek to punish the good with the bad, but we do believe that we are all responsible for each other –the actions of some do impact, and are impacted by, the entire group.

Students with Special Needs

The School recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The School also recognizes that students with disabilities retain certain procedural protections whenever school authorities intend to impose discipline upon them. The school is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

GENERAL POLICIES

Family Involvement

Oak Park Prep recognizes the fact that schools cannot work in isolation from families in educating youth. By working together, families and Oak Park Prep educators can create an educational experience for each student that allows learning to continue at home and beyond the classroom walls. Research shows that:

- When families are involved, students tend to achieve at higher levels in school, regardless of socioeconomic status, ethnic/racial background, or families' education level.
- The more extensive the family involvement, the higher the student achievement.
- When families are involved in students' education, those students generally have higher grades and test scores, better attendance, and complete homework more consistently.
- Students whose families are involved in their lives have higher graduation rates and greater enrollment rates in postsecondary education.
- If families do not participate in school events, develop a working relationship with their children's educators, or keep up with what is happening in their children's school, their children are more likely to fall behind in academic performance.

With this in mind, St. HOPE Public Schools has developed a written Parental Involvement Policy that is available to all families. The Policy outlines the importance of parental involvement at all levels of education, how information is disseminated to families regarding the school's and their child's performance, and how families can become involved in their children's education. The Parental Involvement Policy is available in the Oak Park Prep front office or may be printed from the Oak Park Prep website.

Oak Park Prep Families are asked to...

- Establish a daily routine for your child, including a plan to get them to school on time and to get them home immediately after dismissal.
- Provide a quiet space for your child to study.
- Provide positive reinforcement of student progress and success.
- Discuss academics and student work among family members.
- Help your child take responsibility for his/her actions. Stress the importance of telling the truth. Remind your child that no one is perfect and everyone makes mistakes.
- Check with your child's teacher for actual facts regarding a problem. A student may alter a situation to appear more innocent.
- Support other Oak Park Prep families.
- Provide 10 hour of school service. These 10 hours can be completed through school supply donations, attending school family nights, and volunteering at school.
- Check students' grades and Prep Scores each Wednesday, as well as read the weekly newsletter.

Electronic Devices and Cell Phones

Students should not bring electronic devices to school. Oak Park Prep is in no way liable for electronic devices which are lost or stolen. Electronic devices include games (*Gameboys etc.*), portable music devices (Ipods, CD players, MP3 players, etc.), and portable computers (Ipad, laptops, tablets etc.). None of these devices are needed and often represent a distraction from successful academics and a serious atmosphere. In addition, these are items that cause conflict and lead to grief when lost or stolen. While Oak Park Prep obviously strives to prevent theft of any item, the school will not spend energy tracking down electronic devices that should not be in school in the first place. Oak Park Prep recognizes and respects that families give students cell phones for family communication before and after school. However, cell phone use has no place at Oak Park Prep during the school day and any cell phone seen, including in a pocket, or heard, including vibratings, on Oak Park Prep's campus starting at 7:15 am will be confiscated immediately without discussion. Therefore, all cell phones must be turned off (not on silent or vibrate) and/or turned into our front office before 7:40 a.m. In the event that a student disregards this rule and is seen with an electronic device or uses a prohibited electronic device in school, a staff member will confiscate it. It will be returned only after a parent/guardian has come to school to pick it up. A second violation of this policy may result in a year-long or indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

Morning cell phone collection procedure:

1. Place their cell phone (powered off) in clear zip lock bag with their first and last name written in black permanent marker
2. Turn in the cell phone in the above described zip lock bag to the front office before 7:40 a.m.

Students may retrieve their cell phones from the front office when they are released from school at 3:30 p.m. or 4:00 p.m. after they have signed out their cell phone from the student cell phone log. Any cell phones not collected by 4:15 p.m. will be kept until the following morning.

Other Personal Belongings

Students are not allowed to have the following items at school:

- Weapons or toy weapons

- Soda
- Candy, gum, chips, junk-food, or sunflower seeds
- Large amounts of cash
- Lasers and laser-pointers
- Any red or blue clothing or apparel (or denim clothing of any kind)
- Any illegal substance
- Toys, stuffed animals or dolls
- Vulgar or inappropriate magazines, books, stickers, logos, or other materials
- Blankets or pillows

Consequences for bringing prohibited items to school are:

1. The first time a prohibited item is brought to school it will be confiscated and returned only to a parent or legal guardian.
2. The second time a prohibited item is brought to school it will remain in the possession of the school until the end of the school year or indefinitely
3. Illegal substances or weapons will be dealt with separately.

(These consequences refer to prohibited items per student, not the same item multiple times).

Free/Reduced Lunch Program (FRLP)

All schools within St. HOPE Public Schools, including Oak Park Prep, participate in the Federal Free/Reduced Lunch Program. Applications for the lunch program are available from the front office of any school or online at www.oakparkprep.org after July 1st of each year. Families that wish to participate must fill out a new application each year and submit the form to the Oak Park Prep front office as soon as possible. If a family has students at more than one St. HOPE school (including Triumph preschool, PS7 and Sac High) it is only necessary to submit one application with all students included on that application.

Food

Oak Park Prep students may eat breakfast (if they arrive on by 7:30), snack, and lunch at Oak Park Prep. If a student does not like the food provided by Oak Park Prep they may bring their own lunch. However, we highly discourage students to bring in foods that are unhealthy or high in sugar. Foods that are discouraged include: candy, soda, juices that are not 100% juice, Gatorade, energy drinks, donuts, cupcakes, chips, candy bars, etc.

Families are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file. Families should also notify the school of any other food restrictions due to religion or custom.

Please note that Oak Park Prep has a no gum policy. Students are not permitted to bring in or chew gum at any time while they are on the premises.

Student Records and Rights

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law affords families and students 18 years of age and over certain rights with respect to student records. Due to the strict guideline of FERPA, once the student reaches the age of 18 years old, rights transfers to the student. The school can not disclose or release non-directory information such as the following information listed below to anyone, including families of the student, without the prior written consent of the student except to the extent that FERPA authorizes disclosures without consent.

- Social security numbers;
- Student identification number;
- Race, ethnicity, and/or nationality;
- Gender
- Transcripts; grade reports

Educational Records

FERPA gives families/students the following rights regarding educational records:

- These rights include access/inspection/review of records,
- The right request the amendment of student records that the parent or eligible student believes to be inaccurate,
- The right to consent to disclosure of personally identifiable information contained in the student's education records except to the extent that FERPA authorizes disclosures without consent and
- The right to file complaints against the school for disclosing educational records in violation of FERPA.

Access to Student Record and Transcripts for current students

All request for student records such as, but not limited to, transcripts, attendance, discipline records, must be in writing. Students, families/guardians must complete a request for transcripts/student records form before request is processed and released. All requests will be process within 1 to 2 business days.

Health Policies

Oak Park Prep provides the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student's parent/guardian must submit an Authorization to Dispense Medication form and must give the medication in the original container to the Office Manager.

The parent/guardian of any student who is required to carry an asthma inhaler on his/her person must provide an Authorization to Dispense Medication form specifying that the student needs to carry the inhaler with him/her and a second inhaler that is kept with the Office Manager.

The school abides by all California State immunization requirements. Each new student must have a certificate of immunization at the time of registration or not later than the first day of school. Families/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals.

Required Documentation

A list of required documentation will be provided to families upon enrollment of their child at Oak Park Prep. All required forms will be due by the date listed on the forms and must be turned in on time.

NCLB/School Report Card/Highly Qualified Teachers

No Child Left behind (NCLB) is federal legislation enacted with the goal of all students reaching academic proficiency and all students being taught by Highly Qualified teachers. As part of that goal, schools are required to issue to families an annual report card that specifies the school's mission, indicates the demographic breakdown of its student body, presents their performance on standardized exams such as CAST and CAASPP, and specifies the percentage of Highly Qualified teachers as defined by NCLB. Families can request in writing to St. HOPE Public Schools Human Resources Department to obtain the educational credentials and licensure of any of their students' teachers.

Internet and Technology Use Policy

1. Acceptable Use – The use of computing devices with internet access must be in support of education and research and consistent with education objectives of Oak Park Prep.
2. Unacceptable Use – Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also

prohibited. Any transmission reception or web search of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges.

3. Privileges – The use of information technology is a privilege and unacceptable use will result in cancellation of those privileges.

4. Network Etiquette – You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited) to the following:

- Be polite
- Use appropriate language
- Share resources
- Do not reveal personal information (address, phone numbers, or email)
- Social networking (i.e. use of myspace, facebook, twitter, etc.) is prohibited.

5. Use of any information obtained via the internet is at the students' own risk.

6. Security – Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem, notify Oak Park Prep's staff. Do not use another individual's account without written permission from that individual. Attempts to login to any network server as a system administrator will result in cancellation of user privileges.

7. Vandalism – Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, hardware, network or any of the above listed agencies or other networks that are connected to the INTERNET. This includes, but is not limited to, the uploading or creation of computer viruses or installation of software on school computers by students.

8. Damage – Any damage occurred by a scholar will result in cancellation of privileges, and any monetary expenses will be paid for by the scholar.



APPENDIX A

Suspension and Expulsion Policy and Procedure

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, Charter School and SHPS have reviewed Education Code Section 48900 et seq., which describes non-charter schools' list of offenses and procedures, to establish the Charter School's list of offenses and procedures for suspensions and expulsions. The Charter School's list of offenses for suspensions and expulsions are the same, which include both discretionary and mandatory offenses. After it has been determined a pupil has committed a discretionary offense, a Principal or the Principal's designee of a school may determine to extend the pupil's suspension pending an expulsion hearing upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy serves as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff enforces disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of the Student Handbook and clearly describes discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration ensures that students and their families/guardians are notified upon enrollment of all discipline policies and procedures. Notifications are in writing. The notice states that the Charter School's suspension and expulsion policy and procedures are available on request at the Charter School's office.

Suspended or expelled students are excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School follows all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil, pupils or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of section 48900.

3. Discretionary Expellable Offenses: If a pupil commits a discretionary expellable offense and a Principal or Principal's designee determines either of the following: 1.) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others, the pupil may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person

reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of section 48900.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an

explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions are initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Families/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the SHPS Board of Directors following a hearing before it or by the SHPS Board upon the recommendation of an Administrative Panel, to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the SHPS Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing 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 or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to

facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the SHPS Board of Directors, which will make a final determination regarding the expulsion. The final decision by the SHPS Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the SHPS Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the SHPS Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the SHPS Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with families/guardians as requested by families/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting

regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the families to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may

apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.

c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the families; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Bullying and Harassment Policy

St. HOPE Public Schools (SHPS) believes that all students have a right to a safe and healthy school environment. SHPS schools and community have an obligation to promote mutual respect, tolerance, and acceptance.

SHPS will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

According to the California Department of Education:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(l) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

SHPS expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, SHPS will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- 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 or the Department of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.



St. HOPE Public School 7 (PS7) continues the journey to success at St. HOPE for grades K-8. PS7 has produced stunning results. It is a 2010 California Distinguished school, a Blue Ribbon nominee, and ranked number one for Academic Performance Index (API) growth among all Sacramento City Unified schools over the past four years. Walk into any PS7 classroom and the scene is the same: a group of students leaning forward, listening intently as a teacher asks a questions. Then, a flurry of hands is raised. There is artwork on the walls along with a list of expectations, codes of conduct and commitments made. PS7 is a learning environment where students, faculty and families embrace a standard of excellence in academic achievement, ethics, and citizenship. Students participate in a college preparatory program during an extended instructional schedule. If a child at PS7 does not perform to his or her potential, the student is re-taught until he or she has mastered the academic or character skill. When PS7 students arrive for their first year at Sac High, they are even more prepared than their peers from other schools, pushing the bar even higher for those around them as they continue their education.



Oak Park Prep is a college-focused charter school whose mission is to educate students in grades seven and eight to excel in rigorous high school, succeed at a four-year university, and lead in their chosen profession. Oak Park Prep's program is founded upon the belief that all students deserve a top quality education and that all students, regardless of their background or circumstances, can achieve academic excellence when they are provided with an academically rigorous, highly structured, disciplined, and supportive learning environment. To support students on their path towards college graduation, Oak Park Prep scholars attend an extended school day and receive 40% more instructional minutes when compared to surrounding middle schools. Oak Park Prep scholars also receive a curriculum which has a laser-like focus on the core subjects. Students engage in three and a half hours of literacy, two periods of math, and thirty minutes of small group instruction every day. Students are also provided with a character education program that teaches them to be prepared, respectful, engaged, and professional and is woven into every class. All these elements are combined with a learning environment that puts a premium on discipline, structure, and academic achievement and a staff which is 100% committed to ensuring our students success.



Sacramento Charter High School is the final step to college in the St. HOPE Public Schools system. After being closed as a failing school in 2003, Sac High reopened as a charter school and had a complete turnaround in academic results becoming the highest achieving large open enrollment high school in the Sacramento City Unified School District. It is now the standard in the region for preparing all students for college, regardless of their background. Sac High houses four small learning communities or themes--Arts, Business and Communications, Law and Public Service, Math Engineering and Health Sciences—in a fully renovated facility that offers all the amenities of a comprehensive high school including a full athletic, elective and extracurricular program. Along with a daily advisory class and core academics, which include the A-G requirements, Sac High, with an extended school day, has a culture of high expectations, school spirit, and student leadership summed up in the motto, “Service to others.” Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school’s wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

Oak Park Prep Family Handbook Acknowledgment of Receipt

(Please tear out this page and return)

Student's Name: _____

Parent/Guardian's Name: _____

This Oak Park Prep Family Handbook has been prepared for your information and understanding of the policies, philosophies, practices and rules of St. HOPE Public Schools ("SHPS") and Oak Park Prep. PLEASE READ IT CAREFULLY. Upon completion of your review of this handbook, please sign the statement below and return it to Oak Park Prep by the due date below.

I have received and read a copy of the Oak Park Prep Family Handbook that outlines the goals, policies, rules and expectations of SHPS and Oak Park Prep.

I have familiarized myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the Oak Park Prep Family Handbook provided to me by SHPS. I understand this handbook is not intended to cover every situation that may arise during my or my child's enrollment at Oak Park Prep, but attempts to cover many of our school goals, policies, practices, benefits and expectations of SHPS and Oak Park Prep.

I also understand that this handbook is subject to revision by Oak Park Prep's administration without prior notice and at its sole discretion. However, I expect to receive in a timely manner a copy of all such revisions.

Signature of Student

Signature of Parent / Guardian

Date

Please return by: Thursday, August 18th, 2017