



# School Handbook

**2020-21 SCHOOL YEAR**

REVISED July 2021





Dear Parents and Families,

Welcome to a bright new school year!

At Collegiate Charter High School of Los Angeles, we strive to create a vibrant community of learning. Our goal for our school community is that we all embrace the growth mindset that allows us to value the process and challenge of learning as well as the outcome.

We hope this handbook will answer questions you may have and that it will be a resource of important information for you throughout the year. If you have other questions that are not answered by reading this handbook, please call your child's advisor at the school, and we will be happy to assist you in any way that we can.

Thank you for your partnership in helping your child to achieve their educational goals. We are eager to make good on our promise to prepare your scholar for success in a four-year college, a professional career, leadership in their community, and a life of opportunity.

Go Bears!

A handwritten signature in blue ink, appearing to read "Liliana Garcia".

Liliana Garcia, Principal

A handwritten signature in blue ink, appearing to read "Ani Meymarian".

Ani Meymarian, Executive Director

# Table of Contents

## I. School Vision

A. Mission & Core Values	5
B. Commitment to Anti-racism	6
C. Whole Child Educational Philosophy	7

## II. Learning & Achieving

A. Course of Study & Graduation Requirements	8
B. 2021-22 In-Person Instruction	12
C. Grading Policy & Practices	12
D. School Calendar & Bell Schedule	15
E. College Access Program	15
F. Scholar Leadership & Enrichment	16
G. Social-emotional Learning & Support Policies	16
H. Policies & Supports for Serving All Learners	18
I. Academic Integrity	19
J. Expectations for Scholar Engagement & Behavior	19

## III. Families as Partners

A. Three-way Family Communication	24
B. Visitor Policy	25
C. Volunteer Policy	25
D. Civility Code	25

## IV. Health & Safety Policies

A. Anti-discrimination Policy	27
B. Title IX, Harassment, Intimidation, Discrimination & Bullying Policy	27
C. Campus Health & Safety Policies	27
D. Privacy & Confidentiality	29
E. Internet Safety Policy	31
F. Suspension & Expulsion	31



# I. School Vision

## A. Mission & Core Values

The mission of Collegiate Charter High School of Los Angeles is to prepare all scholars in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity. We believe that all children are capable of achieving in all aspects of their lives when they have access to excellent K-12 education. We believe that every child deserves an excellent education. Our school exists to disrupt the narrative of systemic racism. We exist to provide a learning environment that fosters intellectual risk-taking, enthusiasm, leadership, and our scholars' development of strong social-emotional and academic skills and knowledge.

Three core values guides our school community's decision-making processes and collective work:

### **Team & Family**

We care deeply about every member of our community. We honor and respect one another by celebrating each other's successes and by supporting one another through challenges. We support our team and family by offering transparency in our thinking and by having courageous conversations. We hold one another accountable, with grace and empathy, for always doing our best work and following through on our commitments. We assume the best and seek to understand. We are always dedicated to the success of the collective team, maintaining the integrity of our program, and being of service to our scholars.

### **Purpose & Joy**

We celebrate scholars' curiosity and curate spaces for learning and individual growth. We commit to a student-centered model: The role of our teachers is to facilitate opportunities to engage in rigorous learning and to maintain spaces wherein our scholars flourish as intellectual leaders and independent thinkers. Always nimble, we rise to challenges by adapting the way we teach with creativity and collaboration. We know we are delivering on our mission and are doing our best work together when every scholar has had the opportunity to show up as their authentic self and joyfully engage with their learning.

### **Disrupt the Narrative**

We do not settle for what is; we are always working for what can and should be. We are deeply committed to providing an exceptional education to all students with identities that are rooted in every race, socioeconomic status, country of origin, nationality, citizenship, sex, gender identity, gender expression, sexual orientation, disability, religion, creed, and home language. Our scholars are positioned through education to succeed at the highest levels: social-emotionally, academically, and in their careers. Our school exists to ensure that all students have access to an excellent free, public high school in their community.

## B. Commitment to Anti-Racism

We commit to fostering a community wherein all learners are celebrated and respected. Whereas<sup>1</sup>

- Racism consists of principles and practices that cause and justify an inequitable distribution of rights, opportunities, and experiences across racial groups;
- Structural racism reflects the macrosocial system of public policies and institutional practices that work in various, often reinforcing, ways to perpetuate racial group inequity;
- Interpersonal racism reflects microsocal forces of culture expressed through discourse, attitudes, and behaviors that work in various, often reinforcing ways, to perpetuate racial group inequity;
- We define systematic racism as structural and interpersonal racism operating both separately and together;
- Significant differences exist between minority groups and non-minority groups in access to adequate housing, quality education, career and employment opportunities, safe neighborhoods, protection from environmental hazards, access to government services, and wealth;
- These differences in access to opportunity have significant effects on health, quality of life, and length of life and are perpetuated through socio-cultural forces at play over generations;
- African-Americans, by virtue of their unique history, treatment, and past and present experiences in the United States, have been denied equal access and been disproportionately affected by these differences;
- Many are indifferent to, or unaware of, the causes and effects of these differences due to a belief that racism no longer operates to a significant degree in the United States but is instead matter of personal prejudice;
- Economic and social mobility in the United States is now less than in most industrialized and wealthy countries;
- Post-secondary education in the United States is inaccessible to many and therefore supports and perpetuates economic and social immobility;
- Social justice dictates that each human being has equal worth and should have equal opportunity for social integration, economic and social advancement, and conditions that promote optimal health;
- Educators, public health professionals, and health professionals can play a vital role in addressing racism, social injustice, human rights violations, and inequality in the educational and health care systems, through teaching, research, policy and practice;

Now, therefore, we commit *as an institution* to developing, improving, and reaffirming comprehensive plans to diversify our school and ensure equitable and inclusive practices in everything we do and every choice we make. We commit to:

- Proactively seek to recruit and hire diverse faculty and staff.
- Create measures and systems of accountability to make sure that scholars from diverse backgrounds feel they belong and have the opportunity to succeed.
- Develop a systematic approach to assessing and monitoring institutional climate, ensuring that implicit bias and its potential consequences are understood, and that people of diverse backgrounds feel welcome and respected.
- Provide scholars with orientation materials and training that prepare them to engage respectfully with others, regardless of background and prior life experience.
- Create classroom environments where hierarchy and privilege can be identified and challenged and ignorance of barriers to opportunities can be corrected while encouraging and supporting freedom of thought and expression.

---

<sup>1</sup> <https://www.aptrweb.org/page/antiracism>

- Encourage and support professional development efforts by faculty and staff directed to better understanding racism, its causes and effects.
- Promote community education and dialogue about racism, its causes and effects, through a variety of channels.

## C. Whole Child Educational Philosophy

We are a whole-child school: a school defined by policies, practices, and relationships that ensure that each child in our community is healthy, safe, engaged, supported, and challenged. We seek to engage all stakeholders -- faculty and staff, families, and scholars themselves — in defying the “percentage proficient” culture of too many school reform efforts. Instead, and together, we focus on fostering the unique strengths and talents of each child in order to help them reach their full academic and social-emotional potential.

With a whole child lens, we collectively raise questions about Collegiate's school culture and curriculum, instructional strategies and family engagement, critical thinking and social-emotional wellness. We have an inherent understanding that no single program or initiative provides the silver bullet for student learning school improvement. Instead, we recognize and embrace the reality that the application of child-adolescent growth and development theory in the context of learning within a specific community creates the opportunity for each child to succeed.

This does not mean no standards for what our scholars are capable of by graduation. In contrast, it means aligning to ambitious standards with an anti-racist and nuanced lens. The Common Core State Standards Initiative is a critical step toward ensuring such an approach. For too long in too many schools, young people were provided a learning experience that so under-motivated, under-educated, and under-prepared them that they were left reaching for remedial preparation for the careers, further education, and civic participation they sought. However, an overreliance on the state academic learning standards can produce false positives -- and false negatives!

What are the goals of Collegiate's whole child educational philosophy? Every Collegiate scholar graduates from the school...

- ★ With integrity and a sense of purpose
- ★ With strong habits of executive function
- ★ With strong habits of self-respect and self-care
- ★ With the academic skills to thrive at the post-secondary level
- ★ With the social capital and connectivity to thrive in a large and diverse community



# II. Learning & Achieving

## A. Course of Study & Graduation Requirements

### Graduation Requirements

The school's mission is college preparation and career success for every graduate. With that in mind, and through careful research and innovation, the school has established the following graduation requirements for all students seeking a high school diploma.

#### Required Coursework

- Four years (40 credits) of English Language Arts
- Four years (40 credits) of math
- Four years (40 credits) of science
- Three years (30 credits) of history/social sciences<sup>2</sup>
- Two years (20 credits) of world languages (with 3 years or 30 credits strongly recommended)
- One year (10 credits) of visual and performing arts
- Two years (20 credits) of physical education
- Four years (30 credits) of the "College Readiness" course sequence

***A scholar is eligible for graduation and a high school diploma upon earning 230 credits in total.***

Notably, the school's required course of study exceeds the [University of California A-G admissions requirements](#). This is by design: The school works with each scholar and their family to ensure that the scholar has a path toward becoming admissible to at least one CSU or UC institution after graduating from high school from Collegiate.

#### College Entrance Exams

Collegiate strives to stay up to date with college admissions and their policies. Due to the recent changes in college admission policies, Collegiate will NO longer require the SAT/ACT for the Class of 2022 & 2023. We will reassess this requirement on a yearly basis for our future classes. Collegiate will continue to prepare students for the rigor of college and will provide the opportunity for students to take the exam if interested. Collegiate will continue to provide fee waivers for all qualified students. .

#### Required College Admissions Capstone

The final graduation requirement for all Collegiate scholars their senior year is to prepare a complete and high quality college admissions application for submission. The school's Dean of College Counseling works intensively with 11th grade students and 12th grade students in order to ensure timely submission of college applications.

#### Notable Exceptions to Graduation Requirements

Recognizing that scholars often transfer into the school in the middle of their high school career, the school reserves the right to amend a graduation requirement for students transferring during or after 9th grade with respect to the College Readiness course sequence credits and may waive this requirement for transfer students as necessary.

---

<sup>2</sup> Includes at least one year of World History and Geography, at least one year of U.S. History, and at least one year American Government.

## Grade-Level Promotion

Unlike in elementary schools and middle schools, in high schools, a scholar must earn course credits for each course completed in order to move up a grade level and eventually graduate from high school.

At Collegiate, students earn course credits for any courses in which they earn a grade of 70.0% (C-) or higher for a given semester. If a scholar earns below 70.0% in a semester course, then they earn 0 credits and must retake the course over again at a later date.

### Grade Level Promotion

In order to progress from one grade level to the next and remain on track to graduate high school on time, scholars must earn a specified number of credits for each semester. The table below depicts credit requirements for grade level promotion:

Promotion to 10th grade	Promotion to 11th grade	Promotion to 12th grade	Eligible for graduation
55	110	170	230

We schedule all scholars in the appropriately leveled and sequenced courses they need in order to progress toward graduation and college acceptance eligibility. At the end of a school year, if a scholar has earned too few credits to earn grade level promotion, then the scholar may be invited to participate in Summer Academy.

If even after re-taking courses during Summer Academy the scholar is still credit deficient and does not have the minimum credits required to earn promotion to the next grade level, then there are two possible paths:

- ❑ The school's principal will make a determination that the scholar needs to re-do their current grade level. Typically, this is the decision the principal will reach if the scholar is deficient more than 10 total course credits.
- ❑ The school's principal will offer the scholar conditional promotion. Conditional promotion means that the scholar is advancing to the next grade level but will need to make up course credits the following school year or summer. Conditional promotion is only offered in rare circumstances. If conditional promotion is offered, the scholar and a parent/guardian must sign a conditional promotion plan agreement. Conditional promotion is only offered if the principal **has evidence** that the scholar is likely to be successful on the conditional promotion plan outlined for the scholar.

## Winter & Summer Academy Credit Recovery Opportunities

Recognizing the need for additional support and opportunities for those scholars struggling to earn course credits in required courses for graduation, Collegiate offers two credit recovery programs: Winter Academy and Summer Academy. These are designated academic terms during the school year when scholars can enroll to take courses they need to recover credits in. A scholar who has previously earned an NCY ("No Credit Yet" for any final semester grade below 70.0%) in a course at Collegiate or a scholar who has transferred into Collegiate from another high school deficient credits may enroll in Winter Academy or Summer Academy.

The table below lists details pertaining to Winter Academy and Summer Academy for the 2021-22 school year:

	Winter Academy	Summer Academy
Dates	January 4-7, 2022	June 20 - July 20, 2022

<b>Times</b>	Session 1: 9 am - 12 pm Tuesday - Friday	Session 1: 9 am - 12 pm Monday - Friday  Session 2: 1pm - 4pm Monday - Friday
<b>Courses offered</b>	All English, math, science, history, Spanish courses from Semester 1	All English, math, science, history, Spanish courses;
<b>Maximum credits recoverable</b>	5 credits	10 credits
<b>Maximum grade a scholar can earn on their transcript for a credit recovery course</b>	B-	B-
<b>Invitation goes out</b>	December 13, 2021	June 15, 2022
<b>Participation agreement due back</b>	December 16, 2021	June 17, 2022

## Course Offerings & Course Placement

Collegiate offers a broad course of study designed to equip all scholars to thrive academically in the four-year colleges of their choice, in the careers in their choice, and in their communities, social lives and families. The table below outlines courses offered by the school.

Course Title	Graduation Req.	Credits Earned per Semester	Prerequisites
Foundations of English	English	5	
English I	English	5	
English II	English	5	English I
English III	English	5	English II
English IV	English	5	English III
AP English Literature	English	5	>B- in English prior year
AP English Language*	English	5	>B- in English prior year
Math I	Math	5	
Math II	Math	5	Math I
Math III	Math	5	Math II
Math IV	Math	5	Math III
AP Calculus AB*	Math	5	Math IV
Biology	Science	5	

Chemistry	Science	5	
Physics*	Science	5	
Environmental Science	Science	5	
AP Environmental Science	Science	5	
AP Biology*	Science	5	>B- in science prior year
Integrated Science	Science	5	
World History	History/Social Sciences	5	
US History	History/Social Sciences	5	
AP US History*	History/Social Sciences	5	>B- in history prior year
US Government	History/Social Sciences	5	
AP US Government	History/Social Sciences	5	>B- in history prior year
Art	Visual & Performing Arts	5	
Theater	Visual & Performing Arts	5	
Creative Writing for Perf.	Visual & Performing Arts	5	
Spanish I	World Languages	5	
Spanish II	World Languages	5	Spanish I
Spanish III	World Languages	5	Spanish II
Spanish I-N	World Languages	7.5	
Spanish II-N	World Languages	7.5	Spanish I-N
AP Spanish Lang. & Culture	World Languages	5	Spanish II-N
Health & Fitness	Physical Education	5	
Physical Education*	Physical Education	5	
Basketball*	Physical Education	5	
Soccer*	Physical Education	5	
Softball*	Physical Education	5	
Volleyball*	Physical Education	5	
Dance*	Physical Education	5	
College Readiness I	College Readiness	2.5	
College Readiness II	College Readiness	2.5	
College Readiness III	College Readiness	5	
College Readiness IV	College Readiness	5	

\* Courses that are not being offered during the 2021-22 school year but that have been and will be offered in past and future years.

## B. 2021-22 In-Person Instruction

All teachers and staff will be back on campus for in-person instruction this fall. Each teacher will be assigned a classroom. Effective Monday, August 2nd, all teachers will begin strategic lesson planning and other preparations to warmly welcome your child back. **The first day of school is Monday, August 16th.** Additionally, we will continue to use i-Ready adaptive assessments throughout this year, so teachers have actionable insight into scholars' needs and plan accordingly. Lastly, the attached [bell schedule](#) will be reinstated starting August 16th.

## C. Grading Policy & Practices

### Grading Policy

Collegiate's college-ready mission seeks to ensure that all scholars access a high quality education at Collegiate that will prepare them for success at the post-secondary level. This means that scholars have the academic (English literacy and writing, math, science, and social studies skills), as well as metacognitive and social emotional skills to thrive as independent learners beyond Collegiate. Our equity-based and standards-aligned grading policy and practices, grounded in anti-racism work, seek to ensure that we live out this mission authentically for all learners throughout their years growing and achieving their goals in the school.

#### Standards-Based Grading

Grades at Collegiate are designed to reflect the demonstrated proficiency and capability in and across the broad course of study in which a scholar takes courses. Grades reflect a scholar's practice, work, learning, and skills. Grades at Collegiate reflect a scholar's proficiency and capability within a standards-based curriculum. Standards for each content area across the school, in which scholars must evidence proficiency and capability, are:

<b>English</b>	<a href="#">California Common Core Standards for Grades 9-12 for ELA &amp; Literacy</a>
<b>Math</b>	<a href="#">California Common Core Standards for Grades 9-12 for Math</a>
<b>Science</b>	<a href="#">California Common Core Standards for Grades 9-12 for ELA &amp; Literacy</a> <a href="#">Next Generation Science Standards</a>
<b>History/Social Sciences</b>	<a href="#">California Common Core Standards for Grades 9-12 for ELA &amp; Literacy</a> <a href="#">CDE History Social Science Framework</a>
<b>World Languages</b>	<a href="#">World Languages Standards for California Public Schools</a>
<b>Visual &amp; Performing Arts</b>	<a href="#">California Arts Standards for Public Schools</a>
<b>Physical Education</b>	<a href="#">Physical Education Model Content Standards for California Public Schools</a>

#### Grading Categories

All semester grades in classes at Collegiate are weighted in the following manner:

<b>25% - Formative</b>	<b>30% - Summative</b>	<b>30% - Classwork</b>	<b>15% - Homework</b>
A formative assessment	The goal of summative	Classwork is work that is	Homework is work that is

refers to a wide variety of methods that teachers use to conduct in-process evaluation of student comprehension, learning needs, and academic progress during a lesson, unit, or course.	assessment is to evaluate student learning at the end of an instructional unit on a standard or set of standards.	completed during instructional time within a class period.	completed at home to best support in review of the previous lessons or to build context for upcoming lessons.
<b>Examples</b>	<b>Examples</b>	<b>Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>Exit tickets</li> <li>Quizzes</li> <li>PBA drafts</li> </ul>	<ul style="list-style-type: none"> <li>Seminar</li> <li>Final drafts of essays</li> <li>Google tests</li> <li>Process-based assessments</li> <li>Text-dependent questions</li> <li>Math performance tasks</li> <li>Lab report</li> <li>Project-based learning tasks</li> <li>Unit exams</li> <li>Midterm exams</li> <li>Final exams</li> <li>i-Ready exam</li> </ul>	<ul style="list-style-type: none"> <li>Informal discussion group</li> <li>Notes</li> <li>Class Participation</li> <li>Do Now</li> </ul>	<ul style="list-style-type: none"> <li>Readings</li> <li>Annotations</li> <li>Problem Sets</li> <li>Lab Report Preparation</li> </ul>

Grading categories are weighted such that scholars can earn recognition and reward for both their ultimate performance on standards-aligned grade level appropriate tasks (Summative and Formative), as well as for the energy, effort, and contributions they bring to class, and the learning and growth they demonstrate along the way (Classwork and Homework). This approach to grade category weighting seeks to recognize and value that learning is a process: Scholars are encouraged to understand and value both their achievements, as well as the perceived level of engagement and effort they are bringing to their work.

#### Grading Scale & Letter-graded vs. Credit-No Credit Yet Courses

The grading scale below represents the school-wide grading scale for all letter-graded courses at Collegiate, which applies to any and all A-G courses: English, math, science, history/social sciences, world languages, and visual and performing arts courses.

#### **Collegiate Grading Scale: Letter-graded Courses**

Letter Grade Earned	Grade Point Equivalent	Percentage Earned
A+	4.0	98.0-100.0%
A	4.0	93.0-97.9%
A-	3.67	90.0-92.9%
B+	3.33	88.0-89.9%

B	3.0	83.0-87.9%
B-	2.67	80.0-82.9%
C+	2.33	78.0-79.9%
C	2.0	73.0-77.9%
C-	1.67	70.0-72.9%
No Credit Yet (NCY)	0.00	Below 70.0%

All letter-graded courses in the school are computed into the scholar's GPA (grade point average). Please note that the school does not award a grade of D under any circumstances. Therefore, if a student has earned a grade of "D" at their previous high school, the grade conversion equivalent for College is a grade of NCY and no credit will be awarded for the transferred course.

The grading scale below represents the school-wide grading scale for all credit-bearing courses at Collegiate that are graded on a simple credit/no credit yet earned basis. Courses graded in this fashion include all Physical Education classes and the College Readiness course sequence classes. Grades for Credit-No Credit Yet grades courses do NOT count toward a scholar's GPA (grade point average).

#### Collegiate Grading Scale: Credit-No Credit Yet Courses

Letter Grade	GPA	%	Implications
Credit	N/A	70.0%+	Scholar has demonstrated proficiency or greater of at least 80% of the standards/ skills introduced in the course AND has completed at least 80% of the work required.
No Credit Yet	N/A	Below 70.0%	Scholar has not demonstrated proficiency or greater of at least 85% of the standards/ skills introduced in the course AND/OR has not completed at least 85% of the work required.

## Final Transcript Grades

The school is on a semester term calendar, which means that final grades and credits are issued at the conclusion of each semester. These final grades are published on the semester report card, as well as on the scholar's high school transcript.

### Accessing Final Transcript Grades

The school will publish final grades within 20 business days of the close of the semester. At that point, report cards displaying the grades for the most recent term concluded will be sent electronically to all scholars and parents/guardians via ParentSquare. Parents/guardians may request in writing that hard copies additionally be mailed. Scholars and parents/guardians can additionally access the scholar's unofficial transcript on the Illuminate student information system parent portal at any time.

A scholar or parent/guardian may additionally request an official transcript from the school. Please use the school's transcript request form to do so and allow three to five (3-5) business days for the school to process the request and post the transcript by mail.

## Communication around Grades

Strong grades and high school grade point averages (GPAs) are the number one predictor of a scholar's likelihood to be accepted to universities and a strong indicator of scholarship offerings. Therefore, earning and maintaining high GPAs for the entire duration of a scholar's high school career is a priority.

In addition to direct instruction, advisory support and tutoring, Collegiate offers these opportunities, as well:

- **Weekly progress reports:** Families receive an updated progress report via ParentSquare every Thursday morning.
- **Bi-weekly case conferencing with scholars:** Advisors work with every scholar on a bi-weekly basis to review their current grades and goals. After each case conference, the scholar's family is contacted with an update.
- **Family Conferences:** Families are invited to conferences each semester to discuss their scholars' progress. While we are engaging in remote or hybrid learning, family conferences will be held via Zoom.

## D. School Calendar & Bell Schedule

**School Academic Calendar:** Please [click here](#) to access our 2021-22 School Calendar. All events are also reflected in ParentSquare for our scholars and families to have as additional reference.

**School Bell Schedule:** Please [click here](#) to access our 2021-22 Bell Schedule.

## E. College Access Program

At Collegiate, we are committed to ensuring that scholars have acceptances to colleges and universities that are a "best fit" for them. In order to make this happen for every scholar and family, scholars work closely with the school's Dean of College Counseling to get support on college application completion and the financial aid process.

Our college program includes:

- Four years of College Readiness classes
- Numerous enrichment opportunities
- Individualized counseling throughout the college application process
- Financial aid workshops and guidance
- Interview preparation
- Scholarship application support

Our ultimate goal: 100% of the Class of 2022 will be admitted to at least one four-year college or university.



## F. Scholar Leadership & Enrichment

### Clubs

Based on student interest, clubs will be designed to capture student interests and overseen by faculty advisors. Scholars have an opportunity to engage with their peers through clubs: Scholars may also create their own clubs by following the guidelines for creating new scholar-led clubs. Scholars are encouraged to take advantage of these opportunities to build their resume and become even more competitive for colleges.

### Grade-Level Teams

All students contribute to the Collegiate culture and student experience through a grade-level team that identifies needs and supports designed for each grade level. Scholars are encouraged to voice their thoughts and suggestions with their teachers frequently to help positively shape their experiences at Collegiate Charter High School of Los Angeles. Grade-level teams also organize fun events and create space and time for community building.

### Field Trips & In-person Events

Regrettably, due to the COVID-19 pandemic, field trips and in-person events such as school dances and sports competitions are suspended/cancelled for the 2021-22 school year.

## G. Social-emotional Learning & Support Policies

### Social-Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Collegiate uses a systematic approach to SEL, grounded in evidence-based practices, to intentionally cultivate a caring, participatory, and equitable learning environment wherein scholars play an active role in driving their social, emotional, and academic growth. This is achieved by focusing on five areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. In order to best support scholars in these five areas of focus, teachers and staff at Collegiate leverage myriad tools, and resources and structures built into the school day.

At Collegiate Charter High School, we work to help scholars cultivate:

#### Self-Awareness

Self-awareness is the ability to accurately recognize one's own emotions, thoughts, and values and how these influence behavior. It is also the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

### Self-Management

Self-management is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

### Social Awareness

Social awareness is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It is the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

### Relationship Skills

Relationship skills help scholars establish and maintain healthy and rewarding relationships with diverse individuals and groups. Having strong relationship skills requires scholars to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

### Responsible Decision-Making

This is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. It is the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

## H. Policies & Procedures for Serving All Learners

### Meeting the Needs of All Learners

#### Special Education, IEPs, and 504 Plans

At Collegiate, we are committed to meeting the needs of every scholar. We commit to providing excellent services and specifically designed instruction and support to scholars with IEPs and accommodations to scholars with 504 Plans. Scholars with Individual Education Plans (IEPs) or 504 plans access specialized support through our Special Education program. This support may include team teaching, accommodations and modifications of assignments or assessments, and additional services to ensure that we are able to meet scholars' unique needs and that all of our scholars reach their full potential academically and social-emotionally.

If you ever have any questions or concerns about your child's IEP or 504 Plan or you would like to request an evaluation for special education qualification for your child, please call our Dean of Special Services Mr. Walker Maghie at his phone number listed in ParentSquare.

#### Educational Specialist Co-teaching in Math and English Language Arts Classes

We commit to ensuring that scholars will access academic services in the least restrictive environment. RSPs/Educational Specialist teachers on our Special Services team will co-teach and push into Math and English Language Arts class sections as appropriate to deliver academic services, accommodations and modifications as prescribed by our scholars with disabilities' IEPs.

#### English Language Development Supports for ELs

English language development is critically important to citizens' successful participation in our democracy and economy. Strong English literacy skills are also a key success factor at the post-secondary level and in the majority of professional fields. Collegiate is fiercely committed to ensuring that every scholar reaches high school graduation college-ready in English. To that end, we offer robust and carefully tailored support for English Learners. All designated English Learners take the ELPAC exam each spring. Our goal is for every scholar to progress to reclassification, which is an indication of meaningful access to instruction. In order to be considered eligible for reclassification your scholar must meet the following criteria:

- 1.) Teacher recommendation/evaluation
- 2.) Proficient Internal English scores
- 3.) ELPAC summative score of 4
- 4.) Grade proficiency

To support our Multilingual Learner' development of strong English literacy and oral language skills, the school's English Language Development (ELD) program includes:

- We administer the California guidelines around assessment including initial and summative ELPAC.
- Integrated ELD standards and strategies within the instructional frameworks of every core class
- Families receive a score report of their summative ELPAC assessment to provide further guidance and information around their level.
- Periodically, students meet with an instructional team member to discuss their progress and goal set.
- We value the assets that our multilingual learners bring to the community.
- We understand that each MLL is unique and we differentiate our support to each scholar's needs.
- Our school climate is affirming, inclusive and safe.

These supports are critical to accessing class instruction and receiving the support they need. To learn more about our programs and services for classified English Learners, please reach out to Principal Garcia via her phone number in ParentSquare.

## I. Academic Integrity

### What Is Academic Integrity?

Academic integrity means that we never represent work as our own unless it is our own. We refrain from cheating, copying, and plagiarizing. Collegiate is helping scholars prepare for success in college, where breaches of academic integrity are not tolerated. At Collegiate, we teach our scholars what academic integrity means and how to understand what is and is not considered cheating. We hold scholars accountable for showing academic integrity in all work that they perform and submit.

#### Basic Expectation

Scholars always submit assignments and assessments that *represent their own independent work*, citing sources where appropriate, and refraining from helping others on formal assignments and assessments. If a scholar knows that another scholar has failed to meet this expectation, they are expected to disclose this information to their teacher or to the Dean of Culture & Curriculum (Mr. Riordan) and may face consequences if they choose not to do so.

Scholars always refrain from:

- ★ Looking at/copying off another scholar's paper during an exam
- ★ Using outside sources during an assessment without explicit prior permission
- ★ Submitting papers or other assignments that are copied from another source without appropriate citing of sources
- ★ Knowingly helping another scholar complete an exam or formal assignment
- ★ Submitting someone else's work and claiming that it is your own

#### Consequences

Breaches of academic integrity result in a scholar earning a zero on the assignment. An assignment on which a scholar earns 0% for reasons of academic integrity violations may be resubmitted for a maximum grade of 70%.

## J. Expectations for Scholar Engagement & Behavior

### Attendance & Engagement

Research clearly shows a very strong correlation between consistent daily school attendance and scholars' academic growth and achievement. Our scholars take on academically challenging work every day and risk falling behind quickly if they miss school. In order to truly help our scholars prepare for college, we need them to come to school – every day, on time.

#### Basic Expectations for School Attendance & Engagement

- Scholars attend school every school day of the year.
- Scholars arrive by 9:00 am or earlier.

Recognition

We have a school-wide daily attendance goal of 97.0%+. Scholars with 97.0%+ attendance percentage are eligible to attend special Earn It! events (virtual during 2021-22).

Tiered Re-engagement Response Strategies Plan

If a scholar is five (5) or more minutes late to a class, an automated direct-message is delivered to the scholar's parent(s)/guardian(s) via ParentSquare notifying that the scholar is missing from class. Our school's tiered re-engagement response strategies plan outlines how we will promote strong attendance and engagement:

**Tiered Re-engagement Response Strategies Plan**

<b>Tier</b>	<b>Threshold</b>	<b>Engagement/Re-engagement Strategy</b>	<b>School Team Member Responsible</b>
Tier I	Proactive	<ul style="list-style-type: none"> <li>All instruction held in person; daily interactions for all students with teachers</li> <li>Advisors (teachers) direct-message/call 4 parents daily to cycle through whole advisory weekly with proactive outreach</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Advisors (teachers)</li> </ul>
Tier II	Responsive	<ul style="list-style-type: none"> <li>Any time a student is missing from a Zoom class for more than 5 minutes, the parent receives an automated alert via ParentSquare in the parent's home language alerting them to their student's absence and requesting that they prompt their student to join the class</li> <li>The student's advisor calls the parent any time a student is missing from a full day of class</li> </ul>	<ul style="list-style-type: none"> <li>Director of School Operations</li> <li>Advisors (teachers)</li> </ul>
Tier III	Responsive	<ul style="list-style-type: none"> <li>Any time a student has missed 3 days in a 3-week period, a meeting is scheduled between the parent and a school leader (Principal or dean)</li> <li>A truancy notice is sent</li> </ul>	<ul style="list-style-type: none"> <li>Principal, Dean</li> <li>Director of School Operations</li> </ul>
Tier IV	Remediative	<ul style="list-style-type: none"> <li>Chronic and habitual truancy letters are sent weekly in parent's home language</li> <li>DCFS is called if neglect is suspected</li> </ul>	<ul style="list-style-type: none"> <li>Director of School Operations</li> <li>Principal/Dean</li> </ul>

Excused Absences

An excused absence occurs when the scholar provides legal or medical documentation of an exception and will not trigger a truancy notice from the school, as this type of absence is recognized as permissible by the State of California. There are three cases of extenuating circumstances in which a scholar's absence will be considered legally excused by Collegiate for purposes of truancy reporting:

- The scholar misses school for a religious holy day
  - ◆ Note required from a religious leader
  
- The scholar misses school for illness or injury
  - ◆ Note required from a hospital representative or medical doctor

- The scholar misses school for a court appointment
  - ◆ Note required from a court representative or attorney

### Truancy

Education Code 48261 defines as truant any pupil subject to compulsory full-time education or compulsory continuing 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. Truancy is a serious legal matter, and the school may report patterns (3 or more instances) or truancy to appropriate authorities, including the Los Angeles County Department of Child & Family Services.

## **Expectations for Scholar Communication**

### Basic Expectations

Collegiate scholars are expected to make positive, sound choices in how they act and communicate with their spoken and body language while at school and on any school sponsored trips.

The basic expectations for scholar communication in all times while in school and/or on school-issued technology are:

- ★ Scholars communicate urgency in working to meet expectations.
- ★ Scholars communicate using tone and spoken language that are kind and respectful toward others.
- ★ Scholars' facial expressions and body language are neutral to positive in effect.

### Upholding Basic Expectations for Scholar Communication

Violations or repeated violations of the expectations outlined above may result in any of the following:

- A scholar may be required to conference privately with a teacher or Dean about their choice.
- A scholar's parent/guardian may be called to help support.
- A scholar may be required to participate in a mediation before returning to class.
- A scholar may lose privileges in the school.
- A scholar may be referred for behavioral counseling and/or a behavior support plan may be recommended

## **Uniform & Dress Code**

While on campus, Collegiate scholars wear a school uniform each day to show community and to maintain a safe environment.

### Basic Expectations

Teachers, school leaders and support staff always uphold the following dress policies for all scholars:

- ★ Scholars enter school and remain in full Collegiate uniform throughout the school day.
- ★ Scholars dress in the Collegiate PE uniform during PE and/or sports.
- ★ Scholars wearing Collegiate "college casual" or Collegiate "dress-down" attire carry their signed dress-down pass.

Purchasing Uniforms

Each Collegiate scholar shall receive one FREE Collegiate polo shirt and one FREE crewneck Collegiate sweatshirt upon matriculation into the school in their first year of attendance. Families of scholars in PE/sports can receive one FREE PE uniform t-shirt and one FREE pair of PE uniform shorts if participating in PE/sports during this academic year. Families may choose to purchase additional polos, sweatshirts and/or fleeces from the school, which can be ordered on the school's website and will be available for pick-up curbside outside the school's main office by appointment.

Details	Uniform polo shirt	Uniform crewneck sweatshirt	PE t-shirt	PE shorts	PE sweatpants
Price	\$20	\$30	\$10	\$15	\$30

Full Collegiate Uniform

Full Collegiate uniform consists of the following items:

- ★ Gray or white Collegiate polo shirt displaying the school seal (a solid white, navy blue, black or white long sleeve can be worn under)
- ★ Solid khaki or navy pants or skirt (no jeans, skinny jeans, or colored denim)
- ★ Belt
- ★ Close-toed shoes
- ★ Navy crew neck Collegiate sweatshirt and/or Collegiate fleece jacket (optional for chillier weather)

Physical Education Uniform<sup>3</sup>

All scholars participating in sports practices or in PE class will wear the Collegiate PE uniform, which consists of the following items:

- ★ Collegiate PE t-shirt
- ★ Collegiate gym shorts or sweatpants
- ★ Athletic shoes

Scholars in the PE class will change into PE clothes on days when the class is going to be physically active which will be often, so scholars are expected to bring their PE uniform to school daily. Scholars may NOT participate in sports or PE if they are out of uniform.

College Casual Attire

Throughout the school year, scholars have opportunities to have College Casual dress while on campus. College Casual consists of:

- ★ A Collegiate or college t-shirt and/or Collegiate or college sweatshirt/jacket
- ★ Jeans or khaki/navy blue full-length pants
- ★ Close-toed shoes

Upholding Uniform & Dress Code

If a scholar arrives at Collegiate's entry gate for arrival out of uniform, they will be given school uniform items on loan to borrow for the day and will return these at dismissal. Their parent/guardian will be notified. If the necessity of changing into uniform causes the scholar to be late to class, they will be marked late.

---

3

## Late Work

As a college preparatory high school, we are committed to preparing our scholars to successfully navigate the realities of college and career with respect to deadlines. Collegiate's late work submission policy is as follows:

<b>Teacher responsibility</b>	All teachers are expected to assign scholars with reasonable independent work tasks. This means that (1) the tasks are meaningful opportunities for scholar academic growth and learning; (2) the tasks are well scaffolded such that scholars can reasonably complete the work on their own; and (3) the tasks have clearly articulated deadlines in writing. These deadlines are posted in GoogleClassroom for the scholar and parent/guardian to see.
<b>Scholar responsibility</b>	Scholars are responsible for attending all synchronous and asynchronous learning sessions and for completing and submitting high quality work tasks on time. If a scholar needs additional help, it is the scholar's responsibility to advocate for additional help by direct-messaging the teacher in ParentSquare to set up an appointment.
<b>Parent/guardian responsibility</b>	Parents/guardians are responsible for reviewing your scholars' weekly Thursday progress reports. These are sent to you via ParentSquare. On the progress report, you will see your scholar's most current grades for every class along with a list of all missing assignments for the semester so far. If your scholar is missing assignments that can still be made up, please ensure that your scholar completes and submits the assignment within the late work window.
<b>Late work deduction</b>	<p>Collegiate maintains a 72-hour late work window. This means that late work can be submitted within 72 hours (3 full days) after the scheduled deadline for 80% credit of the point value the scholar would have received had they submitted the work on time. Work submitted beyond the late work window will not be accepted for any points or credit.</p> <p>Example: A scholar earns an 89% (B+) on a paper. However, the scholar submitted the paper two days late. This is within the late work window. The scholar earns 89% x 80%, which is equal to a 71.2% or C- in the gradebook.</p> <p>Please encourage your scholar to submit their work on time by the scheduled deadline in GoogleClassroom.</p>
<b>Allowance for excused absence</b>	Scholars submitting absence notes under the excused absence policy (Attendance & Engagement policy) will have deadlines for missed work extended as appropriate to allow time for the scholar to catch up on missed work.



# III. Families as Partners

## A. Three-way Family Communication

The strong and authentic relationships among families, scholars and faculty form the bedrock of our school's college-going culture. We welcome our scholars' parents, guardians, and other key family members to play active roles in our scholars' academic lives and educational journeys. In order to partner with you, our families, in support of our scholars, the school commits to investing heavily and zestily in a number of systems, structures and practices for promoting strong three-way family communication. These include:

<p><b>The Advisor-Parent Relationship</b></p>	<ul style="list-style-type: none"> <li>• Every scholar and their family is assigned an academic advisor each year. The advisor is the family's primary point of contact in the school and case-conferences with the scholar weekly about grades, social-emotional learning progress, and aspects of student life. The advisor reaches out to our 10-15 advisees' families weekly with progress updates. Parents/guardians, if you ever have a question or would like to discuss a concern, we encourage you to direct-message your scholar's advisor right away in ParentSquare as a first step.</li> </ul>
<p><b>ParentSquare</b></p>	<ul style="list-style-type: none"> <li>• ParentSquare is an online platform. Every member of our school community -- scholars, parents, faculty and staff -- has an account. ParentSquare is an app that you can download on your SmartPhone. You can also receive the ParentSquare messages via text message and/or email. All written communication among families and the school happens via ParentSquare. In ParentSquare, families can view the school calendar, receive notifications if their child is late or missing from school, sign permission slips, receive weekly progress reports, access and submit important forms, get reminders about meal services, access teachers' phone numbers, direct-message school team members, view their scholars class schedules, and so much more. We highly encourage every family to enroll in ParentSquare. It makes communication so much smoother!</li> </ul>
<p><b>SchoolRunner Portal</b></p>	<ul style="list-style-type: none"> <li>• SchoolRunner is the online portal where scholars and parents can go to view a scholar's most up-to-date grades, exam scores, and transcripts.</li> </ul>
<p><b>Weekly Progress Reports</b></p>	<ul style="list-style-type: none"> <li>• The school publishes weekly progress reports via ParentSquare for every scholar. These reflect the scholar's most current grades for the current semester, as well as a list of any missing assignments for all classes.</li> </ul>
<p><b>Friday Team &amp; Family Zoom</b></p>	<ul style="list-style-type: none"> <li>• Each Friday at noon, we hold the Team &amp; Family Zoom. Hosted by our Admissions &amp; Families Coordinator, Ms.Morales, Executive Director Ms. Meymarian, our Principal Ms.Garcia, and our Director of School Operations Ms. Rodriguez, this is an opportunity for any members of the school community to discuss issues important to the school community. The Zoom link for this meeting is available in ParentSquare. The meeting ends promptly at 12:30 pm.</li> </ul>
<p><b>24-hour Rule</b></p>	<ul style="list-style-type: none"> <li>• We commit to a 24-hour phone call, text and email response norm among scholars, families, and faculty/staff. Every scholar and family has access to every faculty and staff member's school phone number and email address through ParentSquare. We always encourage you to reach out!</li> </ul>
<p><b>Tech Hotline</b></p>	<ul style="list-style-type: none"> <li>• Collegiate is running a tech hotline from 9:00 am to 4:30 pm Monday through Friday on school days, except Wednesday from 9:00 am to 1:30 pm. Please submit a tech trouble ticket through ParentSquare for support with</li> </ul>

	Chromebook, hotspot or online curriculum issues.
--	--

## B. Visitor Policy

Please consult the school's [Visitor Policy](#), which is posted to the school's website. Please note that during the 2021-22 school year, in an effort to mitigate potential Covid-19 exposure, visitors will not be admitted on campus at Collegiate. This includes parents/guardians. Only authorized scholars, faculty and staff members, cleared employees from the school's technology support vendor, and clear third-party SPED related services staff will be granted access to campus. If you would like to speak with a member of our school team or need to reach your scholar on campus, please reach out to us via your ParentSquare account or call our main office line: (213) 304-7077.

## C. Volunteer Policy

Our school is incredibly fortunate to have an amazing group of parents and other family members, who volunteer their time to help with a variety of tasks and priorities! We seek to provide parents and community members with meaningful ways to be involved at the school. While no parent will be required to complete hours of service, we welcome participation from scholars' families.

For the safety of our scholars, all volunteers who work with children on a regular basis at Collegiate Charter High School must be under staff supervision and undergo a background check with fingerprinting and must obtain TB clearance. If you would like to volunteer with the school, please reach out to our Admissions & Families Coordinator Ms. Noemi Morales: (310) 210-1348.

***Please note that for the 2021-22 school year, volunteers will not be permitted on campus for in-person activities.***

## D. Civility Code

Our families are partners with Collegiate Charter High School staff in creating a warm and respectful environment for everyone in our team and family. We work hard to ensure that the school's values permeate all interactions with families and scholars. Therefore, school staff and families are both responsible for ensuring that all communication is mutually respectful.

We ask you, the parents and guardians of our amazing scholars to commit to three important norms when it comes to how we communicate in difficult situations:

### **Encourage your scholar to self-advocate.**

In college, your scholar will not be able to rely on you, the parent, to advocate on their behalf with professors and other college personnel. Advocating in a positive, productive manner is an important skill that we want to teach our scholars. If your scholar comes home with a concern or is finding it difficult to get the support they need, please encourage them to self-advocate by calling, texting, emailing or speaking in person with their advisor or the relevant teacher. This is a good habit for a scholar to develop early on!

### **Call us if you have a concern.**

If your child comes home from school and shares information about something school-related that you find troubling and that you believe is more appropriate for adults to discuss one-on-one, please call us right away! We want to hear your concern and work together to problem-solve.

## **Do not badmouth.**

It is important that teachers, parents, guardians and school leaders work together as a team to support your scholar. When possible, please refrain from speaking poorly about the school and its hard-working staff. Please refrain from gossiping with other parents. We are one team! Call us so we can work together to problem-solve.

## **Make an appointment.**

Our teachers and staff have very busy, scheduled days. If you would like to meet in person with any member of our staff, please call the main office or the staff member directly to make an appointment. We are one team! Call us so we can find a time that will work for your schedule and ours, so that we can work together to problem-solve.

While we encourage families to share any and all concerns with the appropriate school staff, the school will retain the right to end any meeting or phone conversation in which the volume, tone, or substance of the communication is rude or disrespectful (name-calling or frequent interruptions), profane (cursing or profane language), or threatening. Moreover, when conversations have clearly gone past the point where productive problem-solving is an option, the school reserves the right to end the conversation and schedule additional time at a later date.

The school reserves the right to require parents/guardians, or community members who violate the civility code to provide written requests for meetings, outlining the nature of the concern and with whom they would like to speak. Because of the school's commitment to ensuring the safety of scholars and staff, and maintaining a calm, productive, positive learning environment, the school reserves the right to bar an individual from the school site if there are repeated violations to the civility code.

## **Filing a Complaint**

Please see the school's [Uniform Complaint Procedures](#) policy for guidance on making a formal complaint about the school or school personnel on legal grounds, as well as the [Comments, Concerns & Complaints](#) policy guidance on making a formal complaint about the school or school personnel on other grounds. Copies of these policies are available in the school's main office, as well as on the school's website: [www.collegiatecharterhighschool.org](http://www.collegiatecharterhighschool.org).

# IV. Health & Safety Policies

## A. Nondiscrimination Policy

Collegiate Charter High School of Los Angeles does not discriminate in admission to, access to, treatment in, or employment in its services, programs, or activities, on the basis of race, color or national origin, in accordance with Title VII of the Civil Rights Act of 1964 (Title VII); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 194 (ADEA). In addition, no person shall be discriminated against in admission to the school on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of scholar offered by the school on the basis or race, sex, color, religion, national origin, or sexual orientation. Finally, pregnant scholars are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant scholars throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

"No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid."

## B. Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Please consult the school's board-approved [Title IX, Harassment, Intimidation, Discrimination & Bullying Policy](#) on the school's website.

## C. Campus Health & Safety Policies

### Health & Safety for COVID-19 Operations

The school is offering on-campus instruction following safety guidelines from the Los Angeles County and the Los Angeles Unified School District (LAUSD) on reopening high schools. Please refer to the [School Reopening Safety Guidelines](#) and the [CCHSLA COVID-19 Safety Prevention Plan 2021-22](#) to review Collegiate's following safety measures, but not limited to:

- Health and safety precautions for all faculty, staff and scholars on campus
- Protocols for safe arrival and dismissal from school
- Protocols for routine surveillance testing of faculty, staff and scholars
- Protocols for self-quarantine of symptomatic or exposed faculty, staff or scholars

## Medical Attention & Medication

Scholars requiring prescription medications and other medicines on campus during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the scholar, and dispensing instructions. Parents will be required to complete a form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed. Designated staff will log times for administering medications for each scholar and will establish a reminder system to ensure that scholars are called and medications are dispensed at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medications are needed. No medications will be given to a child without proper written authorization.

At the beginning of the year we will ask families to sign a medical waiver allowing the school to administer over the counter first aid as needed. This will include taking a scholar's temperature, or using an automatic external defibrillator or CPR in the case of a life-threatening emergency. We ask that scholars with asthma keep an extra inhaler in their backpack at all times.

We ask that families let us know when scholars have allergies or other medical needs that the school should be aware of. For anything that may require more medical attention, the school will always call 911 and send your scholar to a nearby hospital.

The main office will keep a detailed log of all medicines that are administered. If a scholar looks very unwell and/or is running a temperature, we will call a parent/guardian and request that the scholar be taken home or to a medical clinic. Scholars who are too ill to be in class will wait for parent pick-up.

## Immunization Policy

All scholars enrolled at Collegiate Charter High School will be required to provide records documenting immunizations as is required at public schools. Scholars' medical records will be kept on file at the school and made available to school staff as necessary to protect scholar safety and confidentiality.

## Emergencies

In case of an emergency, parents/guardians should contact the school either by phone or in person. Under no circumstance should parents/guardians contact scholars in their classrooms or attempt to withdraw scholars from the building without notifying and receiving permission from staff members in the school office. We need to know where scholars are at all times if they've been recorded as present on campus.

Frequently throughout the school year, scholars and staff will participate in fire, earthquake and lockdown/active shooter drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In case of a more serious emergency, should it be necessary to evacuate our school before, during, or after the school day – and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day – school staff and scholars will evacuate according to the school's evacuation plan. Staff will line up scholars in a safe and orderly fashion on the sidewalks outside the evacuation site. After staff take attendance, should conditions permit, all staff and scholars will return promptly to school.

## Outside Vendors at School

To ensure the safety of our scholars and to preserve the rules that govern our main office, scholars are not permitted to receive food deliveries from outside food vendors on campus. Scholars may not receive deliveries

from anyone other than their parents or guardians throughout the day. If food or other items are ordered for delivery and brought to Collegiate by a third party, those items will be held in the office until a parent or guardian can come to claim them. It is imperative that scholars are only coming into contact with people who have been appropriately vetted and that we are not burdening the main office with deliveries that are not facilitated personally by family members or guardians.

## D. Privacy & Confidentiality

### Use of Pictures & Videos of Scholars

Collegiate will often take pictures and videos of scholars during regular school activities to capture the joy and excitement of learning that takes place and to celebrate the accomplishments of our teachers and scholars. Pictures and videos taken of scholars and staff are used for many purposes. We put pictures of scholars and staff in our scholar information system so that teachers and staff can identify all scholars and call them by name (internal); we publish photo directories of scholars and staff (internal); and we post pictures of scholars and staff at the school (internal).

Collegiate also allows pictures and videos to be used for print and broadcast media purposes (external), and includes pictures and videos of scholars and staff on our website, on social media, and in promotional materials used to recruit scholars and staff and explain Collegiate to external audiences such as charter authorizers, researchers, and funders (external).

It is Collegiate's policy to use pictures and videos of scholars for these uses. Parents/guardians sign a media consent form allowing their child's photo to be used for internal purposes. If the parent/guardian does not want his or her child's photo to be used for such purposes, they should not sign this form.

### Scholar Records

The school's operations team is responsible for all scholar records. They will discuss, explain, and/or make available to an eligible scholar (18 years old or greater) or parents/guardians any records on file. If a parent/guardian would like to examine a child's record, the parent/guardian should submit a request in writing to the principal or the director of operations. Within 10 days, the eligible scholar or parents/guardians will be allowed to inspect the file and may request a copy of some or all of the information contained in the record.

There are two different types of scholar records, which will be treated differently:

- **Directory Information:** Directory Information is basic information about scholars such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be made available to others for specific use without the consent of the parents/guardians/guardian. For example, teachers may distribute class lists to everyone in the class so that scholars may help each other with homework. If a parents/guardians/guardian would not like such information released, he or she should submit a request in writing to the Director of School Operations.
- **Confidential Records:** Confidential Records include grades, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without consent by the parents/guardians/guardian.

## Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of scholar education records. The law applies to all schools that receive funding under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the scholar when he or she reaches the age of 18 or attends a school beyond the high school level. Scholars to whom the rights have transferred are "eligible students."

In accordance with FERPA law:

- ❑ Parents/guardians or scholars over 18 years of age have the right to inspect and review the scholar's education records maintained by the school.
- ❑ Parents/guardians or scholars over 18 years of age have the right to request that the school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parents/guardians or eligible scholar then has the right to a formal hearing. The issue will first be heard by the Board of Directors of Collegiate or by the Board's designee. The decision of the board of trustees or its designated subcommittee is final.
- ❑ The school may disclose, without consent, "directory" information such as a scholar's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Any parent/guardian who does not want such directory information included should contact the School Operations Manager.
- ❑ This listing in the parents/guardians handbook serves as the school's annual notification of parents/guardians and eligible scholars of their rights under FERPA.
- ❑ Generally, the school must have written permission from the parents/guardians or eligible scholar in order to release any information from a scholar's education record. However, the school may disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a scholar is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a scholar;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

## E. Internet Safety Policy

### Technology for 21st Century Learners

Developing strong technology skills and strong command of online communications etiquette and judgment are key to a scholar's future academic, social and professional success as 21st century learners and citizens. The school, therefore, provides a Chromebook laptop computer to every scholar and weaves explicit technology tools and skills into all aspects of the core curriculum. Using technology -- the internet, specifically -- comes with tremendous benefits and tremendous personal responsibility. Scholars must play an active role in their development of strong judgment and integrity around internet use.

### Technology Acceptable Use Policy

The school will only issue laptops, hotspots and other technology resources to scholars with signed current [Collegiate Technology Acceptable Use Policy & Agreement](#) on record. Please consult this policy agreement for details regarding use of school internet and technology resources and for the consequences associated with misuse of these resources.

## F. Suspension & Expulsion

### Collegiate's Philosophy on Suspension & Expulsion

While part of the State of California's education codes, suspension and expulsion of high school-aged students (a) more often than not does **not** serve to improve students' behavior and/or academic outcomes for children and (b) is an inherently racist policy.<sup>4</sup> Collegiate will resort to use of suspension or expulsion in only the most extreme of circumstances when all other options have been exhausted.

### Restorative Alternatives to Suspension & Expulsion

The school has a multi-tiered, positive behavior intervention system in place. These alternatives to suspension include, but are not limited to:

- A behavior support plan
- Counseling or referral to wrap-around services
- Peer Mediation
- Restorative circles
- Restorative parent meeting

### Suspension & Expulsion Policy & Procedures

Please consult Element 10 on page 144 of [the school's LAUSD board-approved charter petition](#) for a listing of expellable behaviors and for details regarding the school's suspension and expulsion procedures.

---

<sup>4</sup> <https://www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao>







# Manual Escolar

**AÑO ESCOLAR 2020-21**

REVISADO 2021 DE JULIO





