Student and Family Handbook

2021-2022

484 East San Fernando Street
San Jose, CA 95112

www.perseveranceprep.org
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Acknowledgement
Elements of this document draw heavily from the Family Handbook used by the Achievement First network of schools. We are grateful for their generosity in sharing resources.

Version
This version of the Student and Family Handbook was approved by Perseverance Prep’s Board of Directors on April 24, 2019. It supersedes all previous versions of the handbook.

Campus Information
Address: 484 East San Fernando Road, San Jose, California 95112
Office Phone: 408-600-2057

MISSION
Perseverance Preparatory School prepares students in grade 5-8 through rigorous academics, targeted instruction, and service learning for a life of ethical leadership and scholarly success.

VISION
Perseverance Preparatory School (“Perseverance Prep”) will ensure that its graduates are equipped with 21st Century skills and knowledge for a life of scholarly success and ethical leadership. Now more than ever, all students, including those residing within Silicon Valley, must compete in a global market for rapidly changing career fields and opportunities and must remain deeply invested in the life and success of the larger communities in which we all live and grow.

Upon matriculation from Perseverance Prep at the end of 8th grade, our students will be able to collaborate and advocate for themselves both within a group and on behalf of a group. They will be able to convincingly convey their ideas or opinions in a logical and eloquent manner, as all of our students will have the unique opportunity to take Speech and Debate in all grades 5-8.

Perseverance Prep has an unwavering belief that all students can and should excel academically, regardless of their race, socioeconomic status, citizenship status, home language, or zip code. Perseverance Prep has six core beliefs that serve as the framework for our students’ academic and lifelong success:

1. Critical analysis and an ambitious curriculum are the foundation.
2. Growing excellent teachers ensures excellent results.
3. A highly structured, data-driven culture drives student achievement.
4. We must and can intentionally teach ethical leadership through service.
5. Working in partnership with parents supports student growth.
6. Personalized learning and technological literacy are essential for a 21st century learner.

PERSEVERANCE PREP SCHOOL POLICIES

Academics
Instructional Program
Students at Perseverance Prep complete a course of study based on California Common Core Standards and Content Standards, with a level of rigor designed to prepare students for success in college and career. All students study reading, writing, math, science, social studies, communication, and character education.

**Calendar**
The Perseverance Prep school year includes 180 instructional days, divided into three trimesters. There will be no school Labor Day, Veterans’ Day, Martin Luther King, Jr. Day, President’s Day, or Memorial Day and the school will have short breaks for Thanksgiving, winter holidays, spring vacation, and a few other professional development days noted on the annual calendar. Copies of the annual calendar are provided to families at the time of enrollment and copies are available upon request. A copy of the calendar is also attached hereto as Appendix A. Perseverance Prep also maintains a calendar of important dates on our school website.

**Schedule**
The daily schedule of Perseverance Prep is constructed to maximize academic instruction. Students attend school from 7:45 a.m. to 3:30 p.m., Monday, Tuesday, Wednesday and Friday and on Thursdays students are dismissed at 1:00 p.m. Students participating in Perseverance Prep’s after school programs are dismissed at 6:15 p.m.

**Grading**
Students at Perseverance Prep earn grades based on their demonstration of mastery of Common Core State Standards and state content standards. Grades are based on student performance on in-class work, Lifework, assessments, other factors dependent on the content area.

The chart below indicates the way in which student progress is measured at Perseverance Prep and what these grades mean in terms of a student’s level of mastery of the standards.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>GPA</th>
<th>Percentage</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>4.0</td>
<td>97.5-100%</td>
<td>Student consistently demonstrates advanced levels of mastery with content standards.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>92-97.4%</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-91.9%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87.5-89.9%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>82-87.4%</td>
<td>Student consistently demonstrate proficiency with standards.</td>
</tr>
<tr>
<td>Grade</td>
<td>Average</td>
<td>Percentage</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-81.9</td>
<td>Student consistently demonstrates basic competency content standards.</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77.5-79.9%</td>
<td>Student consistently demonstrates basic competency content standards.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>72-77.4%</td>
<td>Student consistently demonstrates basic competency with content standards.</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-71.9</td>
<td>Student does not yet consistently demonstrate basic competency with content standards.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69.9%</td>
<td>Student does not demonstrate basic competency with content standards.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
<td>Student does not demonstrate basic competency with content standards.</td>
</tr>
</tbody>
</table>

There are school-wide standards for grading. Teachers are trained on the school's policy and will work with the Executive Director and fellow teachers to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of Standards.

Students will be recognized and celebrated for academic excellence each trimester. Honor Roll recognizes those students that received a 3.5 or higher in all content areas. The Perseverance Prep List recognizes those students that received As in all content areas.

Exceptions to this grading policy for students with special needs will be based on the students’ Individualized Education Program (IEP) or 504 Plan goals.

**Lifework**
Lifework is an essential part of Perseverance Prep’s educational program. It is designed to reinforce skills taught in the classroom, to review and spiral skills and concepts already taught in class, and to promote good study habits. Lifework is assigned EVERY night at Perseverance Prep. Lifework should generally take students approximately 45 minutes per night to complete. This does not include at least 20 minutes of required reading every night. Lifework must be completed in full and in accordance with Perseverance Prep’s high standards for hard work and professional presentation. All Lifework must be neat, clean, and thorough. Lifework is checked daily.

If the Lifework is late, missing, incomplete, or of poor quality, the student may face in-school consequences, such as losing Dojo points, having to complete the work during lunch, and/or having to complete it after school. Moreover, since bringing all necessary books and supplies is part of Lifework, students also lose Dojo points if they do not bring all necessary books and supplies. Parents/guardians will receive a phone call or note from the teacher if their child has missed several assignments. We expect and need parent/guardian support to make sure all the Lifework gets done according to high quality standards.

**Independent Reading**
Research shows that the #1 way to improve a student's reading skills is for the student to read. The students who read a lot of quality books outside of school are the students who become the best readers and are best able to express themselves and their ideas. Supporting your child's independent reading at home is the #1 way to help him or her improve reading speed, accuracy, vocabulary, and comprehension. Although Perseverance Prep students have high-quality reading time during school, they must read at home every night, weekends, and vacations.
Parents/guardians should supervise their child in reading at least 20 minutes every night. It would be especially helpful if you ask your child to read out loud and stop occasionally to have the child summarize what he or she has just read or answer simple comprehension questions.

**Make-up Work**

After returning from an absence, students are expected to complete any missed assignments. A parent/guardian must help the student check on missed assignments, and any missed work must be completed. The time generally allowed to complete this work will be the number of days the student was absent, except in the case of an extended illness. For example, if a student was absent for one day, then he or she will have one day to make up any missed work. Make-up work can be picked up by an adult after dismissal and before 5pm.

In the event of a planned absence (one that you know about in advance), parents/guardians should notify teachers several days in advance so that the teacher can prepare a packet of work the student to complete during the absence. Again, absences from school directly hurt a child’s academic progress. A child should only be absent if absolutely necessary.

**Promotion/Retention**

Perseverance Prep provides support for the academic development of students through personalized instruction. Students will progress each year by completing the Perseverance Prep and State Standard curriculums necessary to support their success at the next grade level.

Retention (remaining at the same grade level for a second year) is an action that may be taken to assist a student to be more successful in their learning. Risk for retention will be identified as early in a child’s school career as possible. As soon as identified, the teachers and school administration team will begin interventions to assist the student in the areas of concern. Parents will also be included in this discussion as early in the school year as possible.

Students will be identified for promotion/retention on the basis of:
- Academic achievement and standardized testing;
- Physical, social, psychological, and emotional considerations;
- Special needs; and
- Information provided by teacher(s), parents, or guardians

The demonstration of individual student learning is to be measured by, but not limited to, the following:
1. Overall student grades in English Language Arts, Math, Science, and Social Studies (grades below a 2.0/"C" average/70%)
2. Perseverance Prep interim assessments in English Language Arts and Math (grades below a 2.0/"C" average/70%);
3. State testing (SBAC) scores in English Language Arts and Math (assessing below or far below basic in all subject levels);
4. NWEA/Measure of Academic Progress (MAP) assessments in English Language Arts and Math 30th percentile;
5. Attendance (no more than 10 days absent); and
6. The meeting of the intervention goals determined by the Student Support Team and Executive
Director discretion based on the above criteria.

**Appeal Process**

A parent has a right to appeal the decision to promote or retain a student. The appeal process is as follows:

Step 1: The parent/guardian must submit a written appeal to the Executive Director within ten (10) calendar days after formal written notification to retain or promote a student is given by the Executive Director. Formal written notification will be delivered by U.S. Mail to the parent/guardian and will include the due date for submission of an appeal. The parent/guardian’s written appeal must include the parent’s reasons for appeal, including evidence of the School’s failure to follow the student promotion/retention policy as specified herein.

Step 2: Within 30 days of receipt of a written appeal from a parent, the Executive Director will hold a formal meeting with the parent and determine whether or not to sustain or overrule the decision to promote or retain. The School will give the parent reasonable notice of the date, time, and place of the meeting. The School will give the parent a full and fair opportunity to present evidence relevant to the request. The parent may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. *Note that the burden is on the parent as the appealing party to show why the promotion or retention decision should be overruled.*

Step 3: The Executive Director’s decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Executive Director overrules the decision, the School must correct the decision to retain or promote, and inform the parent of the decision in writing within a reasonable period of time. However, the Executive Director shall not order a pupil’s grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

The decision of the Executive Director shall be final.

If the final decision of the Executive Director is unfavorable to the parent, the parent shall be informed of their right to submit a written statement of objections to the decision to promote or retain. This statement shall become a part of the pupil's school record and shall be maintained for as long as the record is maintained.

**English Learners**

English Learners, determined through the ELPAC testing process (English Language Proficiency Assessment for California), will be provided with Integrated and Designated English Language Development instruction to ensure that they will attain grade level proficiency. Decisions regarding the promotion or retention of English Learners will take into consideration their progress and needs as English Learners.

**Students with Disabilities**

Students with physical and/or mental disabilities, which interfere with the major life activity of learning, are provided protections under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Their educational opportunities will be affected by the development of accommodation plans intended to mitigate the effects of the disability on educational performance.

Students whose physical, mental, or learning disabilities are provided protection under the Individuals with Disabilities Education Act (IDEA) have their educational needs supported through Special Education
(specially designed instruction) and related services (services which enable them to benefit from their Special Education program).

Modifications of curriculum and the grading rubric are to be utilized for students on an IEP (Individual Education Plan). Accommodations put in place for students who have a 504 Plan or are in Special Education are not used when considering retention of the student.

Retention may be considered for students on a 504 Plan or IEP if the academic, social, and emotional needs of the student would benefit from the repetition of a grade. The special education team would make the recommendation for retention.

If a student with a 504 Plan or IEP is initially identified as a candidate for retention, school leaders and teachers will immediately contact the student’s case manager to discuss next steps.

**Attendance**

Attendance at school is the most basic requirement for learning. In order for students to reach for their personal best, they must show up and make their strongest effort at school each and every day. Parents/guardians are expected to ensure that their child is in school on time. PLEASE do not allow your child to miss school unless it is unavoidable.

**Arrival**

The official start time at Perseverance Prep is 7:45 a.m. Upon entrance to our campus, students will pick up breakfast and proceed directly to class. Students who do not arrive by 7:45 will be marked late.

On rainy days, the gate/doors will be opened at 7:25 a.m. to allow students to wait inside.

On all days except Thursday, dismissal is at 3:30 p.m. Students who participate in Perseverance Prep’s after school programs dismiss at 6:15 p.m. On Wednesdays, student dismissal is at 1:00 p.m. to allow time for professional development for teachers.

**Dismissal**

Families MUST submit a written release form (provided during enrollment process and available in our office) listing the names and information for any individuals, besides parents/guardians, who are authorized to pick up their children, and also indicate if the child is allowed to leave campus without an adult. No student will be allowed to leave Perseverance Prep with an adult who is not his or her legal guardian unless the guardian has submitted a signed, written note to the Business Operations Manager in advance, specifying the name, address, and working phone number for the adult as well as any restrictions or specific dates for pick-up. This rule applies to family members, babysitters, and parents/guardians of other Perseverance Prep students. For everyone’s safety, changes to the dismissal form must be made by a parent/guardian in writing and exceptions will not be made.

**Walking**

Students may get written permission from their parent/guardian to walk home from school. If the student has siblings at Perseverance Prep, the written permission needs to indicate the names of those students that will be walking also. Students will not be permitted to leave campus alone without written consent.

Parents who plan to pick up their students may enter the parking lot on 10th street and circulate through the Car Pick-Up
parking lot and exit on 10th Street.

Late Pick-Up Policy
Please pick-up your student on time or to arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related event, or other emergency. Late pick-ups will not be tolerated for any reason. Staff time is valuable, and you may be subject to consequences for failing to timely pick up your child.

The following consequences will apply for late pick-ups:

- After the first late pick-up, the parent/guardian will receive a verbal warning.
- Each subsequent late pick-up will result in a written warning to the parent/guardian and a copy of the School’s policy on late pickups.
- If a student is picked up late more than five (5) times, a conference will be scheduled with the parent/guardian and the administration.
- Any time there is a late pick-up, the School may consider your child abandoned and call the local police department and/or the Department of Social Services/Child Protective Services to arrange pick-up for your child.
- After ten (10) late pick-ups have occurred, the School may contact the local police department and/or the Department of Social Services/Child Protective Services to report child neglect by the parent/guardian. Written warnings will be submitted to authorities as evidence of child neglect.

Absences
If your child is absent, you will receive a phone call. This is a reminder to please send your child back with a note the next day. There is no need to return the phone call.

A student's absence shall be excused for the following reasons:
1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
   a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
   b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, brother, sister or any relative living in the student's immediate household.
2. Participation in religious instruction or exercises in accordance with school policy:
   a. The student shall be excused for this purpose on no more than four school days per month.
3. Court appearance (of child, not parents/guardians)

Student absences will be marked unexcused for any other reason, including family vacations, transportation issues, or illness of parents/guardians. The office staff will compile and maintain attendance records, and will make every effort to ensure that reasons for student absences are obtained from families, so they may be accurately marked excused or unexcused.

Regarding absences, please keep in mind the following:

- All Absences – “Excused” and “Unexcused” – are still considered absences: Any day your child does not attend school is considered an absence. Even with proper notification from a parent/guardian or doctor explaining the absence, the student is still considered (and marked) absent from school. All
absences will be reflected on report cards. Excused absences do not count toward truancy, but they do reduce the funding for our school and mean less instructional time for the student.

- **Doctor and Dentist Appointments:** To maximize learning time, parents/guardians should schedule medical appointments outside of school time. The best times are Thursday afternoons when the students have early dismissal or days when school is not in session. In the rare case when a student has a medical appointment during school, he or she should not be absent for the entire school day, unless medically necessary.
- **Late Arrival:** Getting to school on time is key to your child’s success – at school and in life. At Perseverance Prep, the learning begins from the moment students walk in the door. Late students miss academics, and tardiness, in general, is a bad habit.
- **There is a ten-minute grace period at the beginning of the school day. Students that have not arrived by the appointed time will be marked late. All late arrivals will be reflected on report cards.**
- **Suspensions Are Considered Absences:** Suspensions are extremely rare at Perseverance Prep. However, if a student is absent from school due to suspension, these days will be treated the same as an absence.
- **Early Dismissal:** Students are expected to stay in school until the very end of the day. Early pickups are disruptive to the learning environment. Students who participate in Perseverance Prep’s after school program are expected to stay for the whole time and should not be picked up prior to dismissal unless there is a written request on file.
- **Loss of Privileges:** Students who are absent from school more than 10% of the time (with or without excuse) may not attend or participate in school trips, dances, or other school-related activities occurring on the day or evening of the absence, unless the school has given advance permission.
- **Notification:** When a child is absent from school, we request that parents/guardians notify the school, either by phone or e-mail as early as possible, with the reasons for the absence and expected return date (if known). Upon the student’s return, the school requires a note from the parent/guardian (or medical provider) that includes the following information:
  1. Student’s full name and grade
  2. Dates missed
  3. Reason for absence
  4. Signature of parent or guardian

**Consequences for Absences**

**Five Absences in a Year**
If a student is absent five times in a year, it is considered unsatisfactory attendance and a serious issue. At this point, the parent/guardian will be sent a truancy letter and will be called by the Executive Director to discuss unsatisfactory attendance and attendance consequences.

**Ten Absences in a Year**
If considerable improvement has not been achieved, and the student has been absent for ten days in a year, it is considered a chronic absent record. At this point the parent/guardian will be sent a second truancy letter regarding student absences and called to the school to meet with the Executive Director to develop an attendance plan.

**Fifteen Absences in a Year**
If after conference with the Executive Director and development of an attendance plan the student has been absent for fifteen days in a year, the parent/guardian will be sent a third truancy letter regarding student
absences and will be called to the school for a second meeting with the Executive Director. Meeting participants will develop a revised attendance plan and discuss the possibility of retention due to absences.

**Twenty or More Absences in a Year**
If a student is absent twenty or more times in a year, the student will be considered to hold a chronic absence record and is habitually truant. The parent/guardian will be sent a fourth truancy letter regarding student absences and called to the school for a third meeting with the Executive Director. At this point, school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

**Absences Considered Inactivity**
If a student is absent from Perseverance Prep on the first five (5) days of school or for any ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to our communication attempts, as set forth above, Perseverance Prep will not actively maintain that student's spot on the school roster.

**Tardiness**
Getting to school on time is key to your child’s success. At Perseverance Prep, the learning begins from the moment students walk in the door. For instance, students review speech and debate practice during breakfast. Students who are late miss essential instruction, disrupt the learning of other children, and risk falling behind on our ambitious curriculum.

Late students miss vital academic time and tardiness in general is a bad habit.

**Definition of Tardiness**
Our doors open at 7:30 a.m. each morning. Students should arrive between 7:25 and 7:38 a.m. Students are allotted 5 min. to allow for travel from the entrance to the classroom. Students arriving after 7:45 a.m. are marked tardy.

**Consequences for Tardiness**

**Three Tardies Equals One Absence**
Every three tardies is equivalent to one day of lost instruction and will be monitored as such in the student’s file. A student is tardy when they arrive past 7:45 a.m. Tardies that turn into absences do not get recorded for reporting purposes, but do affect student learning. Tardy students miss academic instruction and the opportunity to be fully successful.

**Five Tardies**
If a student arrives after 7:45 a.m. five times in a trimester it is considered chronic truancy. At this point, the parent/guardian will be sent a truancy letter and called by the Executive Director to discuss unsatisfactory punctuality and tardiness consequences.

**Ten Tardies**
If a student is late ten times in a year it is considered a serious issue. At this point the parent/guardian will be called to the school to meet with the Executive Director to develop an “On Time” action plan and will receive a second attendance truancy letter.

**Fifteen or More Tardies**
If a student is tardy fifteen or more times in a year, the student will be considered habitually truant. At this point, a meeting will be held with the Executive Director to discuss further action on the situation. These policies will be enforced fairly, uniformly, and consistently.

Independent Study Policy
The purpose of this policy is to govern the use of Independent Study for students who may be absent for an extended period of time.

Independent Study requires approval from the Executive Director or his/her designee in writing. In an extenuating circumstance (i.e. serious illness or injury) the Executive Director, or designee, may approve additional IS days following conference with the parents and teacher. The Executive Director, or designee, reserves the right to deny Independent Study for any reason.

Independent Study is conducted solely for the educational benefit of the students attending the School as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an independent study program during an extended absence. Parents are to give advance notice when possible of a request for independent study. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), with Executive Director approval, a certificated staff member/teacher will work with the parent to implement an independent study program in an expedited manner with less than one (1) school day notice.

The Board of Directors has adopted the following statements in accordance with Education Code Section 51747:

(a) For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned school work shall be thirty (30) days. The assignment(s) must be completed and returned to the teacher through a face to face meeting, facsimile, mail, or other credible method of meeting, and reviewed upon completion of the Independent Study Program for all grades, unless extended by the Executive Director, or designee, in consultation with the teacher.

(b) Upon a student's missing three or more assignments over the period of 14 days, an evaluation will be made by a committee made up of the student's teacher and the Executive Director as to whether it is in the student's best interest to remain in the independent study program. A written record of the findings of this evaluation shall be treated as a mandatory interim pupil record and shall be maintained
for a period of three years from the date of the evaluation. If the student transfers to another
California public school, the record shall be forwarded to that school.

(c) A current, written independent study master agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The agreement shall contain all the items listed below:

- The manner, time, frequency and place for submitting a student’s assignments and for reporting his or her progress.
- The objectives and methods of study for the student’s work, and the methods utilized to evaluate that work.
- The specific resources, including materials that will be made available to the student.
- A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student’s assigned work, and the number of missed assignments before an evaluation of whether or not the student should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the student’s participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one (1) school year.
- The inclusion of a statement that independent study is an optional educational alternative in which no student may be required to participate.
- Each written agreement shall be signed, before the commencement of independent study, by the student, the student’s parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated teacher/staff member who has been designated as having responsibility for the general supervision of independent study, and all other persons who have direct responsibility for providing instructional assistance to the student.
- The measures of academic accomplishment appropriate to the agreement to be earned by the student upon completion.

(a) Attendance Accounting:

The School recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that the School is in session, and asks that this “daily engagement” be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period.

The School asks that a parent/guardian refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

- The School may establish regulations to implement these policies in accordance with the law.
Family Involvement Policy
The School encourages families to participate actively in their children’s education. We strive to cultivate positive and productive relationships with all of our families. The School recommends and encourages 15 volunteer hours from each family annually. However, no parent/guardian may be required to volunteer and no student will be punished for a parent/guardian’s failure to volunteer. See more information under the heading Volunteer Opportunities.

Parent/Guardian Communication
Our partnership with parents is dependent on frequent, detailed communication about student achievement and behavior. We will communicate with parents in some of the following ways:
- Phone calls
- Email
- Notes home
- Informal communication (e.g. drop off and pickup)
- Dojo reports
- Report cards
- Conferences
- Formal meetings
- School events (e.g. community meetings, School Site Council)

We recognize that parents/guardians are a child’s first and most influential teachers. Perseverance Prep seeks to work as a partner with families in order to maximize each student’s academic and behavioral success. We recognize the profound influence of family on a child’s progress and seek to empower parents and guardians to support their children academically and become active members of the school community.

Every week, your child will bring home a Dojo Report from the school. This will contain important information about your child’s academic and Dojo value activity during the week, and may also include schedule/calendar, events, announcements, field trips, and other important reminders. It is very important that you take the time to read these reports completely. Parents/guardians’ signatures will be required to ensure they are receiving this very important information.

Perseverance Prep has a School Site Council (SSC) to offer parents/guardians the opportunity to take a more active role at the school. The SSC works with school administration and members of the Board of Directors to create a comprehensive written parent/guardian involvement policy.

Parents/guardians and students participate in student led conferences at least twice a year to discuss their children’s academic and behavioral progress. Teachers also communicate with families on a regular basis, making phone calls or sending notes home to share concerns as well as celebrate student success. Parents/guardians have teachers’ phone numbers and e-mail addresses, and are encouraged to contact teachers to discuss their children’s progress during allotted times.

Parents/guardians also complete a family satisfaction survey at the end of each year.

If you have a concern about a school policy, academic grade, discipline decision, or anything else, we ask that you take some time to reflect on it and then contact the school for a meeting. We welcome the conversation. We understand that, as parents/guardians, you have very strong feelings about issues concerning your
children.

Family Events
Perseverance Prep hosts monthly family events, including student led conferences, workshops, and celebrations to provide parents/guardians with a better understanding of their children’s education and also provide them hands-on practice of concrete strategies to support their children’s success. Upcoming family events will be noted in the school’s weekly Dojo class feed and are also highlighted on our Annual Academic Calendar.

School Culture
School leaders and teachers develop rituals to build and maintain a positive school culture and reinforce strong character, including shout outs during daily homeroom time, FIERCE point awards, special Perseverance Prep shirts, teachers vs. students sporting events, bulletin boards that celebrate success, special grade-level activities, and school assemblies we call Town Hall Meetings.

Each class will have an advisory time to build stronger relationships and a team-oriented culture. A fundamental part of our school culture is that students will develop close relationships with their teachers and peers.

FIERCE Values
Throughout the day, we help students develop and maintain character through a focus on our school’s FIERCE values:

- Focused
- Intrepid
- Ethical
- Responsible
- Community
- Engaged

We expect our students to display our values every day. Teachers use an in-class behavior scale to track behavior and professionalism based on students expressing or not expressing our school’s FIERCE values. Students exhibit our FIERCE values will be recognized as “meritorious behavior”. However, students who act in ways that are counter to our FIERCE values, including committing one of the infractions below, may receive an “demerit” in a class period. Five demerits in one day will result in a lunch reset, (an automatic reset which must be served that day or the next school day) and/or may lose some or all school privileges. Loss of privileges includes, but is not limited to loss of social lunch privileges or missing school events, trips, or activities (including dances and assemblies). Students may also be asked to take action to restore the harm done to the school community. Furthermore, a meeting between the student, his or her parent or guardian, and the student’s advisory teacher or Executive Director may be required in order to address the behaviors.

Students earn individual and class Dojo points during each class period. Individual Dojo points will determine a student’s eligibility for field trips and special privileges at school such as wearing college T-shirts on Fridays. Individual professionalism points will also be communicated with parents/guardians weekly in our Dojo Reports to keep them informed about their child’s work habits and behavior. Class Dojo points may lead to class rewards, such as outdoor reading time, an extra chapter of read aloud, or lunch with the teacher.

More important than the Dojo points system is the school-wide emphasis on genuine character and the
building of a culture that encourages every person to be their best. We want our students to be confident in who they are and able to make their best choices, even when nobody is awarding points. This is the kind of character that will set them up for continued success.

**School Policies**

**Homeless Students**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

**School Liaison**

Perseverance Prep designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C.).):

Alexandria LeeNatali, Executive Director Perseverance Preparatory Schools
484 E. San Fernando Street, San Jose, CA 95112

The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at the School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Early Start programs under the Head Start Act; early intervention services under Part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the School, and referrals to health care, dental, mental health and substance abuse, housing, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the School charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
6. School personnel providing services receive professional development and other support.
7. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
8. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Lost & Found
The school keeps a small lost and found box in the office. Parents/guardians may come in any day during office hours to search the lost and found or students may check the box during recess. At the end of each month, items left in the box will be donated to a local charity.

Student Success and Progress Team
A Student Success Team (“SST”) uses a systematic problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SST reviews the effectiveness of previous and current interventions, clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parents/guardians, teachers, and student.

Any student with an academic or behavioral concern can benefit from an SST, including but not limited to those students achieving below or above grade level, English Language Learners, students with suspected special educational needs, and students who have experienced emotional trauma or behavioral issues. Anyone who has on-going concerns about a student’s achievement may refer that student for SST consideration and anyone who is connected with that student may participate in the SST meeting. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers, and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child’s unique needs.

The plans created by the SST coordinator will include additional instructional supports, a timeline for implementation, goals for the student, and means for collecting data and monitoring the effectiveness of the plan.

Special Education Policy
The board of directors of the school recognizes the school’s responsibility to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education in accordance with state and federal law.

The school shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, section 504 of the rehabilitation act (“section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

The school shall participate as a Local Educational Agency (“LEA”) in a special education plan approved by the state board of education in accordance with education code section 47641(a). Perseverance Prep shall comply with all applicable policies and practices of the El Dorado Special Education Local Plan Area (“SELP”).

The school shall identify, refer, and assess students who have or may have exceptional needs that qualify them
to receive special education services. The school's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, which may include response to intervention or the SST process, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate.

The school shall assess referred or eligible students in accordance with applicable state and federal law. Students shall be assessed in all areas related to the suspected disability. The school shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student.

**IEP meetings**

The school shall arrange and notice IEP meetings in a timely manner. IEP team membership shall be in compliance with state and federal law. The school shall ensure that the following individuals are in attendance at the IEP meetings: the Executive Director and/or the school designated representative with appropriate administrative authority; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the parent/guardian; the student, if appropriate; and other school representatives who are knowledgeable about the regular education program at the school and/or about the student. The School shall also arrange for the attendance or participation of all other necessary staff including, but not limited to, an administrator, a speech therapist, psychologist, resource specialist, and behavior specialist. The school shall document the IEP meeting and provide the notice of parental rights to the parent/guardian.

The IEP team shall make decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education. The programs, services, and placements shall be designed to provide each student with a free, appropriate public education in the least restrictive environment to meet the student’s unique needs.

If a general education or special education teacher requests a review of an eligible student's placement in their classroom, instruction, or related services, an IEP meeting shall be convened within a reasonable amount of time. Teachers shall communicate such requests to the Executive Director.

**IEP implementation**

The school shall implement IEPs after they are approved by the IEP team, and shall supervise the provision of services to ensure that each student receives the appropriate services in accordance with their educational plan.

For students who enroll after the start of the year from another school district outside of the SELPA with a current IEP, the school shall conduct an IEP meeting within thirty (30) days. Prior to such meeting and pending agreement on a new IEP, the school shall implement the existing IEP at the school, to the extent practicable or as otherwise agreed between the School and parent/guardian.

The School shall provide parents/guardians with timely reports on the student's progress as provided in the student’s IEP, at least quarterly or as frequently as progress reports are provided for the school's non-special education students, whichever is more.
Education Specialist

Qualifications
All special education services at the school will be delivered by individuals or agencies qualified to provide special education services as required by state and federal law.

The school will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

Caseloads
The school shall ensure that caseloads for special education teachers and service providers are within the maximum caseloads established by law, and/or the SELPA plan.

Non-public placements/non-public agencies
The school may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities to meet students’ needs. When entering into agreements with nonpublic schools or agencies, the school shall consider the needs of the individual student and the recommendations of the IEP team.

The school shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and agencies used to serve special education students. In addition, the IEP team shall monitor the progress of students placed in non-public programs towards the goals identified in the student’s IEP.

Transportation
The School shall ensure that appropriate transportation services are provided for students with disabilities if required by their IEP and as specified in their IEP. The School shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs, shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems, and shall ensure drivers are trained in the proper installation of mobile seating devices in the securement systems.

Non-discrimination
It is understood and agreed that all children will have access to the school and no student shall be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Procedural safeguards
In order to protect the rights of students with disabilities, the school shall follow all procedural safeguards as set forth in California Education Code. Parents/guardians shall receive written notice of their rights in accordance with law.

Bathroom Policy
We seek to maximize instructional time for every child. As a result, we discourage students from using the restroom at a time when they would miss out on academic content and instead schedule particular times of the day for the class to take restroom breaks. All students should attempt to use the restroom during these scheduled breaks and try to minimize requests happening during class time. If a child needs to use the
room during class, he/she should request the teacher’s permission. The teacher will often indicate that a child should wait for an appropriate moment during class, though the teacher will also respect a child's need in the case of an emergency.

Exceptions to this policy will be made for children with medical conditions. If your child needs a temporary or permanent exception due to illness or other medical condition, please send a note to his/her teachers explaining the accommodation needed and the reason.

Cell Phones
Cell phone use is not permitted between the hours of 7:30 a.m. and 6:15 p.m. on campus with the exception of in the designated dismissal area after 3:45 p.m. Students in the after-school program may not use their cell phones during the program. Students are highly encouraged to turn in their cell phone to the main office at the beginning of each day and collect it at the end of each day. If a cell phone is not turned into the front office and it is visible or audible during the school day for whatever reason, it will be confiscated and only returned at the end of the day for the first offense. However, every confiscation thereafter will require a guardian to pick up the cell phone from the school office. Please note that the school is not liable for lost or damaged phones that were not turned into the front office.

Classroom Parties, Birthdays, and Other Events
The School does not allow individual classroom parties for birthdays. Classroom teachers have the option to designate a day to host a celebration for his or her class, scheduled for no longer than half a school day. This party may happen once per school year. This ensures that all students are celebrated, even those with birthdays during the summer or during holidays. On this day, parents are welcome to come to school, bring snacks, and celebrate with the class. Parents are requested to notify the School of any allergies on the School's medical forms, so the School can do its part to help avoid any health-related emergencies. Treats such as cupcakes can be brought to school only with prior notice. Notice must be given at least 24 hours in advance. The treats must be dropped off at the front office and all snacks must be consumed within the classroom. The School encourages all parents who wish to participate in the yearly birthday celebration to closely communicate with the homeroom teacher.

Medical and Immunization Records
This policy applies to all applicants to the School and School administrators in charge of admissions.

The School will adhere to all laws related to legally required immunizations for entering students.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- **Diphtheria.**
- **Measles.**
- **Mumps, except for children who have reached the age of seven years.**
- **Pertussis (whooping cough), except for children who have reached the age of seven years. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis vaccine booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap).**
  
  Beginning July 1, 2012, this requirement will only apply to rising 7th graders.
- **Poliomyelitis.**
- **Rubella.**
c) Tetanus.
d) Hepatitis B.
e) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).
e) Haemophilus influenzae type b.

The School’s verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Exceptions are allowed under the following conditions:

a) The parent provides a signed doctor’s statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
b) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

a) Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the School, shall be allowed to enroll at School without being fully immunized until the student enrolls in the next grade span.;
   a. “Grade span” means each of the following:
      i. Birth to preschool.
      i. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
      i. Grades 7 to 12, inclusive.

This Policy does not prohibit a pupil who qualifies for an individualized education program, pursuant to federal law and the California Education Code, from accessing any special education and related services required by his or her individualized education program.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention (“CDC”) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and two (2) doses of MMR.

The School’s verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School’s record-keeping policy. The School will file a written report on the immunization status of all new entrants to the School with the Department of Health Services as required by law.

**Conditional Admittance**

Students may be conditionally admitted to the School. The Executive Director or designee shall notify the student’s parents/guardians of the date by which the student must complete all the remaining doses when they become due. The Executive Director or designee shall review the immunization record of each student admitted conditionally every thirty (30) days until that student has received all the required immunizations. If a
student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law.

Administration of Medications
The School staff is responsible for overseeing the administration of medication to students attending the School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto- injectable epinephrine or inhaled asthma medication if the School receives the appropriate written statements as follows:

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

1. Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. The School will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. The School will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

2. The School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. The School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

3. In order for a pupil to be assisted by designated school personnel in administering medication, other than emergency epinephrine auto-injectors or inhaled asthma medications, the School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:
- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the School.
- All medication will be kept in a secure and appropriate storage location and administered per
physician’s instructions by appropriately designated staff.
• Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
• Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
• The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
• A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.
• Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the pupil’s medical professional.

First Aid, CPR, and Health Screening
Perseverance Prep recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the School or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the School’s facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., per appropriate grade levels.

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the administrative team as soon as possible. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Executive Director, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Exposure Control Plan For Blood Borne Pathogens
The Executive Director, or designee, shall meet state and federal standards for dealing with blood borne
pathogens and other potentially infectious materials in the workplace. The Executive Director, or designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

The Executive Director shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the School’s “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations and offered the hepatitis B vaccination.

The Executive Director, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the School’s exposure determination may petition to be included in the School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Executive Director, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Executive Director, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Messages
During the school day, students may not receive incoming phone calls or messages unless it is an emergency that requires immediate attention. Please ensure that all messages regarding how or when your child will be leaving school for the day are communicated prior to the school day. Sending messages through the office to teachers interrupts instructional time. If you need to pick-up your child at a different time other than regularly scheduled, please park, come into the office, and sign your child out.

If you need to get a message to your child’s teacher, make sure to call both the main office line and to leave a message on your teacher’s voicemail. Our teachers check their messages at least once a day after school.

School Breakfast and Lunch Program
Breakfast and lunch are available at Perseverance Prep. All families will need to complete a form that enables the school to participate in the free or reduced-price meal program. The school will send a monthly bill to parents/guardians of students who need to pay part or all of the lunch costs. Bills must be paid in full by the listed due date. Payments can be made in person with cash or with a debit/credit card. Please do not send money with your child. Debit/credit card payments will be subject to a [3] % convenience fee. This fee can be waived if families decide to enroll in auto-pay.

Families may send lunch and/or snack to school; however, students will not have access to a refrigerator or microwave. If you are sending lunch or snack to school with your child, we ask that you send nutritious foods. Please do not let your child bring any drinks other than water, or unhealthy snacks to school (e.g., chips, chocolate). Candy, gum, and soda are not allowed to be eaten at school. If you choose to send lunch, the entire lunch must be in one bag or container that has the student’s name on it. Water bottles must be the clear disposable bottles or clear (not colored or print) reusable bottles and should be clearly labeled with the child’s name. Once a student is in our building, if they do not have a lunch for the day they will be provided a school lunch. We do not allow lunch drop offs are they are disruptive.

Student Belongings
Items that could potentially cause a distraction in class, such as toys (including fidget spinners), game cards,
trading cards, music players, portable electronic games, and cell phones are not allowed in school. Students who violate this rule will have their item(s) confiscated until the item(s) is picked up by a parent/guardian and will be subject to consequences such as the loss of Dojo points. Perseverance Prep is not responsible for loss or damage of student belongings.

Please note: The Executive Director has the discretion to ban any items deemed to be a distraction at any point in the school year.

**Student Records**
The school office is in charge of student records. They will discuss, explain, and/or make available to the student or his/her parents/guardians any records on file. If a parent/guardian would like to examine a student's record, the parent/guardian should submit a request in writing to the Business Operations Manager. Within 10 days, the parent/guardian 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 student records, which will be treated differently:

1. **Directory Information:** Directory information, as defined below, is basic information about students 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 parent/guardian. For example, teachers may distribute class lists to everyone in the class so that students may help each other with Lifework. If a parent/guardian would not like such information released, he or she should submit a request in writing to the Business Operations Manager.

2. **Confidential Records:** Confidential records include student grades, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without consent by the parent/guardian.

**Confidential Student Information:**
Personally identifiable information (PII) about a student contained in their education records must be disclosed in compliance with Family Educational Rights and Privacy Act. The School must have a signed and dated written permission from the parent before releasing any personally identifiable information from a student's education record except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. In addition, the School may forward education records to other agencies or post-secondary institutions that have requested the records and in which the student seeks or intends to enroll.
The School may also disclose PII to other entities including, but not limited to, authorized representatives of the U.S. Comptroller General; U.S. Attorney General; and U.S. Secretary of Education and State and local education authorities. In addition, the School may disclose PII in connection with financial aid applications; accrediting organizations; a request by another parent of the child to comply with a judicial order; in a health or safety emergency; or if it is designated as “Directory Information.”

**Directory Information:**
The Family Educational Rights and Privacy Act (“FERPA”), a Federal law, requires that the School, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the School may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised the School to the contrary in accordance with this policy.

“Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The School has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment.

If parents/guardians and eligible students believe the School is not in compliance with federal regulations regarding privacy, they have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW, Washington, DC 20202-4605.

**Pupil Record Challenges Policy**
The parent of a pupil or former pupil may challenge the content of their child's pupil record to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following:

- Inaccurate
- An unsubstantiated personal conclusion or inference
• A conclusion or inference outside of the observer's area of competence
• Not based on the personal observation of a named person with the time and place of the observation noted
• Misleading
• In violation of the privacy or other rights of the pupil

A parent may use a pupil record challenge to appeal a suspension of a pupil that has already been served. To challenge a pupil record, a parent must file a written request with the Executive Director to correct or remove any information recorded in the written records concerning his or her child.

Within 30 days of receipt of a written request from a parent, the Executive Director or the Executive Director's designee must meet with the parent or eligible student and the certificated employee who recorded the information in question, if any. The Executive Director must then sustain or deny the parent or eligible student's request and provide a written statement of the decision to the parent or eligible student.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or Executive Director's designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Executive Director denies any or all of the allegations and refuses to order the correction or the removal of the information, the Executive Director must inform the parent or eligible student of their right to a hearing under FERPA.

The parent or eligible student may, within 30 days of the refusal, appeal the decision in writing to the Board of Directors. Within 30 days of receipt of a written appeal from a parent, the Board of Directors will hold a formal hearing, in closed session, with the parent, eligible student and the certificated employee who recorded the information in question, if any, and determine whether or not to sustain or deny the allegations. The Board of Directors will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing. The Board of Directors will give the parent or eligible student a full and fair opportunity to present evidence relevant to the requested amendment of pupil records. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney.

The Board of Directors will inform the parent or eligible student of its decision in writing within a reasonable period of time. The Board of Directors' decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Board of Directors sustains any or all of the allegations, it must order the correction or the removal and destruction of the information. However, the Board of Directors shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both the reasons for which the grade was given and is, to the extent practicable included in all discussions relating to the changing of the grade.

The decision of the Board of Directors shall be final.

The Board Chairman may convene a hearing panel to assist in making determinations regarding pupil record
challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel could consist of the following persons:

1) The CEO/Superintendent of a public school other than the public school at which the record is on file
2) A certificated employee
3) A parent appointed by the CEO or by the Board of Directors, depending upon who convenes the panel.

If the final decision of the Board of Directors is unfavorable to the parent, or if the parent accepts an unfavorable decision by the Executive Director, the parent or eligible student shall be informed of their right to submit a written statement of objections to the pupil record information. This statement shall become a part of the pupil's school record and shall be maintained for as long as the record is maintained.

**Discipline**
Perseverance Prep strives to create a school culture where students are able to focus on learning. Our goal is to create a culture of mutual respect that reinforces positive behavior, eliminates the distractions caused by student misbehavior, and sets each child up for future success.

Teachers are trained to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there are school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school rules receive consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Loss of Dojo points (which are reflected in weekly notice sent home to parents/guardians)
- Loss of privileges
- Office referral/ Automatic Lunch Reflection
- Referral to an administrator
- Notices to parents/guardians by telephone or note
- Parent/guardian conference
- Suspension (for details, please refer to the section of this handbook titled Suspension and Expulsion)
- Expulsion (for details, please refer to the section of this handbook titled Suspension and Expulsion)

Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with the school's staff and the student's parents/guardians. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

**Suspension and Expulsion**
Perseverance Prep's pupil suspension and expulsion policy (“The Policy”) has been established in order to promote learning and protect the safety and wellbeing of all students at Perseverance Prep. In creating this policy, Perseverance Prep has reviewed Education Code Section 48900 et seq., which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. This shall serve as the entire policy for suspension and expulsion.

Perseverance Prep 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.

Behavior matters that are persistent and/or outside of the bounds of lunch reset will be handled by the Executive Director.12 If a student is persistently disruptive to the learning process of other students, the Executive Director will intervene to conference with the disruptive student in order to calm the situation and return the student to class as soon as possible, as a productive and contributing community member. Any breaches of community that are so egregious that they might warrant suspension or expulsion will be handled by the Executive Director unless otherwise delegated. No student will be suspended or expelled from school without the approval of the Executive Director, which shall occur after conference with student and advisory teacher.

A suspension means that a student is not allowed to participate in their general education classroom (in-school suspension) or on school campus (out-of-school suspension) for a given number of days. The length of suspensions ranges from one to five days. A student who is suspended will be required to complete any assignments missed when out of school or class and provided with tutorial support upon return. Instructional materials will be provided for all suspended students by their regular classroom teachers. Students serving in-school suspension will be provided materials at the start of the school day and expected to complete all academic work in order to continue to access their education during the term of the in-school suspension.

To support student learning and maintain student’s connection to the school community, every effort will be made to provide for in-school suspension rather than out-of-school suspension. In-school suspension may be served within a student’s general classroom or, if the general classroom setting is not appropriate under the circumstances, in a separate space with constant supervision and support from a member of the instructional team. During in-school suspension, a student will lose all social privileges for the day. In-school suspension will allow students to receive access to the curriculum in the classroom environment while being separated from the school community. Clear norms will be set to protect the social-emotional well-being of students in in-school suspension and ensure they are treated with respect by their peers. If a student is a continual distraction to others or poses a risk to self or others, that student would likely not benefit from in-school suspension and may instead be assigned an out-of-school suspension. An out-of-school suspension is recognized as an absence from school.

An expulsion means that a student is no longer allowed to attend the school, pending reinstatement after rehabilitation. A student who is expelled has the right to due process. The Executive Director will complete

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1 Persistent behavior matters include students who receive a fourth consequence in class period or receive lunch detention more than two days in a week.
any necessary fact-finding and communicate with parents/guardians throughout the expulsion determination process.

**Grounds for Suspension & Expulsion**

The Perseverance Prep discipline policy, including provisions related to suspension and expulsion, may be applied to student actions that occur:

- on school grounds
- going to or coming from school
- during lunch or break periods (whether on or off school grounds)
- during, going to, or returning from school sponsored activities.

As specified in California Education Code Section 48900, a student may be recommended for suspension if he or she:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a 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, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means 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 Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(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 purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that 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 subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(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) (A) “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, video, or image.

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

   (I) 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).

   (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (I). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.
(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (I) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
   (1) While on school grounds.
   (2) While going to or coming from school.
   (3) During the lunch period whether on or off the campus.
   (4) During, or while going to or coming from, a school-sponsored activity.

(t) 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, pursuant to this section, 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 (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

In these cases, expulsion would only be recommended if either of the following are true:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to nature of the act, the presence of the pupil causes continuing danger

In the case of a first offense, a student will only be suspended out of school if his or her presence causes a danger to persons, property, or threatens to disrupt the instructional process. Otherwise, alternative discipline will be imposed.

The school will update discipline policies regularly to reflect any changes in the relevant sections of the Ed. Code. The Executive Director may use his or her discretion to provide age-appropriate alternatives to suspension or expulsion for the above infractions that are designed to address and correct the student’s specific misbehavior.

Students will receive an expulsion recommendation on a case-by-case basis if it is determined that the student committed one of the following acts at school or at a school activity off school grounds, as specified in Education Code Section 48915(a), (b):

- Causing serious physical injury, except in self-defense
- Possession of a knife or other dangerous object
- Possession and/or use of a controlled substance
- Robbery or extortion
- Assault or battery on a school employee

Students will receive a mandatory suspension and a mandatory recommendation for expulsion for any of the following reasons, as specified in Education Code Section 48915(c), (d):

- Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Selling a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery as defined in Section 48900 of the Education Code
- Possession of an explosive

Students are subject to mandatory expulsion from Perseverance Preparatory School for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

At the discretion of the Executive Director, Perseverance Preparatory School will also authorize and implement in-class and in-school suspension for infractions that demand a severe consequence up to and including a suspension, but do not require the student to be removed from the learning environment. In-class and in-school suspension will never be considered as an alternative to expulsion.

**Suspension Procedures**

As detailed at the beginning of this section, Perseverance Preparatory School is committed to maintaining a physically and emotionally safe learning environment. We believe that learning time is sacred and that the vast
majority of behaviors can and should be corrected within the classroom. We aim to have students miss as few instructional minutes as possible throughout their tenure at Perseverance Prep. However, those behaviors detailed above may warrant suspension or expulsion, which will occur through the following steps.

The suspension of a student will be at the discretion of the Executive Director. Parents will be notified in advance prior to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. In order to ensure that in the case of suspension both the student and the parent/guardian receive adequate notice and meaningful opportunity to be heard prior to suspension, Perseverance Prep will implement the following three-step protocol:

**Step 1 – Informal Family Conference:** Suspension shall be preceded by an in-person conference, within two days, conducted by the Executive Director with the student and the student’s parent or guardian. The conference may be omitted if the Executive Director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible. Students also have the right to waive if they cannot or do not want to participate. Failure for students or parents to attend will not result in any penalty.

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, in accordance with Education Code Section 47605(b)(5)(i)(i). This conference shall be held within two (2) 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.

**Step 2 – Determination of Length and Placement of Suspension:** The length and placement of the student’s suspension will be determined by the Executive Director, based on the severity of the offense(s), as evidence by witness statements, physical evidence, and other relevant factors.

At Perseverance Prep, we are determined to have systems to prevent suspension to the greatest extent possible while maintaining the integrity of the learning environment. We believe that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or the student is at risk of harming themselves or others. A student who has exhibited such behavior will first earn In-Class Reflection, a set of suspension-preventative consequences and behavioral supports that will require the student to reflect and reset before reentering the school community. In In-Class Reflection, a student will lose all social privileges for the day. In-Class Reflection will allow students to receive access to the curriculum in the classroom environment while being separated from the school community. A student assigned to In-Class Reflection will sit at a designated desk in the classroom, physically separated from his or her peers. Clear norms will be set to protect the social-emotional well-being of students in In-Class Reflection and ensure they are treated with respect by their peers. In addition, a student assigned to In-Class Reflection must:

- Check in with the Executive Director prior to the start of each day and at strategic points throughout the day
- Attend all classes, receive academic instruction, and complete all classwork and homework
● Not communicate with any other students throughout the day, including during breaks and lunch where the student will be supervised by school staff
● Not participate in class activities
● Not attend field trips, dances, or other school activities if these occur during the suspension period

If a student fails to meet the expectations of In-Class Reflection, the student will be removed from the classroom and will serve an In-School Suspension for the remainder of their assigned reflection. During In-School Suspension, the student receives all of the consequences and supports as s/he would in In-Class Reflection but is removed from the classroom environment.

If a student is a continual distraction to others or poses a risk to self or others, that student would likely not benefit from In-Class Reflection and may instead be assigned either an In-School or Out-of-School Suspension. An Out-of-School suspension is recognized as an absence from school.

**Step 3 – Notice to Parents:** Parents and students have due process rights with regard to suspensions and expulsions. At the time of the student's suspension, the Assistant Director shall make a reasonable effort to contact the student's parents by telephone or in person. Initial contact will be followed by a written notice, which will state the specific offense(s) committed by the student, as well as the date and time the student may return to school.

The number of days a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days. If a student is recommended for a period of suspension exceeding five consecutive days, a second conference will be scheduled between the parent/guardian and the Executive/Assistant Director to discuss the progress of the suspension upon the completion of the tenth day of suspension.

Instructional materials will be provided for all suspended students by their regular classroom teachers. Students serving In-School Suspension will be provided materials at the start of the school day and expected to complete all academic work in order to continue to access their education during the term of the In-School Suspension.

In the case of Out-of-School Suspension, arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Classroom teachers will provide instructional materials to the Assistant Director, who will make them available to the student and/or his/her family. In extreme cases of a long-term suspension exceeding five consecutive days of Out-of-School Suspension, the school may provide a tutor or other aide to support the student's continued education during their required absence from school.

A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. Perseverance Prep shall be responsible for the appropriate interim placement of students during and pending the completion of the school's student expulsion process. In that case, an expulsion hearing must be held no later than thirty days after the expulsion recommendation. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.
In keeping with the principles of Restorative Justice and the understanding that “when a person does harm, it affects the persons they hurt, the community, and themselves,” students receiving an In-School Suspension or Out-of-School Suspension will have the opportunity to re-enter the school community by making a public apology at the next Town Hall, acknowledging the harm that they caused and renewing their commitment to their fellow students. Students who choose not to take advantage of this opportunity will collaborate with the Assistant Director to select an alternate means of making amends and re-entering the school community.

**Expulsion Procedures**

**Step 4 – Recommendation for Expulsion:** If the Executive Director recommends a student for expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others
  
  Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing. Students will be recommended for expulsion if the Executive Director finds that at least one of the below findings may be substantiated:
  - Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct
  - Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

**Step 5 – Expulsion Hearing:** As required by Education Code Section 47605(b)(5)(j)(6), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The hearing will be held within 30 days after the Executive Director makes a recommendation for expulsion. The hearing will be presided over by the neutral and impartial Board of Directors. The Board may also appoint a neutral and impartial administrative panel of three or more certificated persons, none of whom is a member of the Board or employed on the Perseverance Preparatory staff. Each entity shall be presided over by a designated neutral hearing chairperson. The expulsion hearing will be conducted in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. Written notice of the hearing will be mailed to the student and the student’s parents at least 10 calendar days before the date of the hearing by the Executive Director. This notice will include:

- Date and place of the hearing
- Statement of the specific facts, charges and offense upon which the proposed expulsion is based
- Copy of the disciplinary rules that relate to the alleged violation
- Opportunity for the student or the student’s parents to appear in person at the hearing
- Opportunity for the student to be represented by counsel
- Right to examine and acquire copies of all documents to be used at the hearing
- Opportunity to cross-examine all witnesses that testify at the hearing
- Opportunity to present evidence and witnesses on behalf of the student

In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of
Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony.

If the hearing is to be conducted at a public meeting, and there is a change of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public 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, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the Board that extraordinary circumstances exist requiring the evidence be heard. Before the Board makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining 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, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

If the student is found to have committed an act listed in California Education Code, section 48915(c), the Board shall order that student expelled. If the student is found to have committed an act listed in California Education Code, section 48915 (a), (b), or (e), the Board may only order a student expelled if one or both of the following are true:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act or violation, the presence of the pupil causes continuing danger.

In the case of an expulsion decision, the Board shall order a student expelled pursuant to California Education Code, section 48915 (b) or (c), and shall refer that pupil to a program of study that meets all of the following criteria:

- Is appropriately prepared to accommodate students who exhibit discipline problems.
- Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- Is not housed at the school site attended by the student at the time of suspension.

If an expulsion decision is made by the Board, written notice will be sent by the Executive Director to the parents/guardians of any student who is expelled. This notice will be sent within 24 hours of the hearing through certified over-night postal delivery, and will include:

- The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.
- Notice of the student or parent/guardian obligation to inform any new district in which the student seeks to enroll of the student’s status with Perseverance Preparatory.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to classes at Perseverance Preparatory, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the Executive Director shall consult with the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made.

**Appeal of Suspension or Expulsion**

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. Pupils who are expelled shall be responsible for seeking alternative education programs Rehabilitation plans, if the charter provides. The decision to readmit a pupil or to admit a previously expelled pupil shall be in the sole discretion of the Board.

The suspension of a student will be at the discretion of the Executive Director or the Assistant Director. Parents will be notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal will be heard if requested within five (5) days of notification of suspension by the student's Executive Director or the Assistant Director, and upon consideration, the Executive Director or designee’s decision will be final. The student will be considered suspended until a meeting is convened to hear the appeal. The decision to rule on the appeal will be made within one business day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

An expulsion decision may be appealed within 30 calendar days of the date of the written decision to expel. The parent/guardian must submit the appeal in writing to the Executive Director. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present their appeal either verbally or in writing. The Expulsion Appeal Panel shall have three (3) certificated members, none of whom is a member of the Board or employed on the Perseverance Prep staff. Panel members shall know nothing of the incident or student, and shall not be the same individuals who participated in the original expulsion decision. The panel will be chosen by the School Board Chair. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel will be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated. For a student who is not reinstated upon appeal, the family will be sent written notification of such within business three days of the hearing, including specific reasons why reinstatement was denied.
The decision of the panel of representatives of the Board of Directors will be final.

**Suspension and Expulsion of Students with Disabilities**
Perseverance Prep would immediately notify the SELPA upon suspension or expulsion for a student with an identified disability. The student’s service during the suspension, should they be suspended for more than ten school days in a school year shall continue to receive services. Within ten (10) school days of a recommendation for expulsion, 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 parents to determine: 1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; 2) If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan. If either is applicable, the conduct shall be determined to be a manifestation of the child’s disability. If determined that the conduct was a manifestation of the child's disability, the IEP/504 Team shall: assess, implement a behavioral intervention plan, OR review the existing behavioral intervention plan and modify it.

If determined 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.

**Due Process Appeals**
Request an expedited administrative hearing or by utilizing the dispute provisions of the 504 Policy and Procedures during which the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or forty-five days, whichever occurs first, unless agreed otherwise.

**Special Circumstances**
A student can be moved to an interim alternative educational setting (but not more than forty-five days) without regard if student is charged with: a weapon at school, possesses/used/sold illegal drugs, or has inflicted serious bodily injury.

**Interim Alternative Educational Setting**
The student’s interim alternative educational setting shall be determined by the student's IEP/504 team.

**Procedures for Students Not Yet Eligible for Special Education Services:**
A student who has not been identified to be eligible for special education and related services and who has violated a code of student conduct may assert the procedural safeguards if the Charter School had knowledge that the student was disabled before the behavior occurred. Knowledge on the part of the Charter School includes:

1. The parent/guardian has expressed concern in writing, or orally, to supervisory or administrative personnel of the Charter School that the child is in need of special education and related services.
2. The parent/guardian has requested a special education evaluation of the child.
3. The student is in the process of being assessed for special education.
4. The student has a section 504 plan.
5. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child to the director of special education of the Charter School or to other supervisory personnel of the Charter School.

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

**Rehabilitation, Readmission, and Reinstatement**

**Rehabilitation** - Students who are expelled from Perseverance Prep 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Perseverance Prep for readmission.

**Readmission and Reinstatement** – The Board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled students for readmission and the processing of reinstatements. Students who are expelled from Perseverance Prep shall be given a rehabilitation plan upon expulsion as developed by the Board in consultation with the Executive Director at the time of the expulsion order. The rehabilitation plan will include improved behavior, attendance and academic performance and a date not later than one year from the date of expulsion when the pupil may petition Perseverance Prep for readmission.

A student or parent/guardian may petition for readmission to Perseverance Prep at the end of expulsion period, which shall be no later than one year from the date of expulsion. Petitions to readmit an expelled student shall include evidence that student has completed requirements of their rehabilitation plan. The readmission process will include a meeting with the Executive Director to determine whether the student has met the conditions of the rehabilitation plan and/or whether the student continues to pose a danger to campus safety. At this meeting, Perseverance Prep will provide students and their parents/guardians reasonable accommodations and language support. The Executive Director shall make a written recommendation to the Board for readmission unless there is a finding that the student has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Board will make the final determination. Students and their parent/guardian will be notified of the Board’s decision, including the reason for the Board’s decision. These procedures shall be made available to the students and the student’s parent or guardian at the time the expulsion order is issued. Perseverance Prep will be responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner. Reinstatement is also contingent upon Perseverance Prep’s capacity at the time that the student seeks readmission.

**State Testing**

Perseverance Prep shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress) Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of state assessments shall be granted.

**Uniforms**

All students must come to school in the Perseverance Prep uniform every day. If a student arrives to school
out of uniform, parents/guardians will be called and asked to bring in a uniform and students will be marked as unprofessional for their first class. We require school uniform for several very important reasons:

1. Uniforms unite us as a community. When you look at the Perseverance Prep polo, it is a powerful visual statement of our community. Students make a commitment that when they put on the Perseverance Prep uniform, they are agreeing to live up to our FIERCE values.

2. Whether families have high incomes or low incomes, the students come to school looking the same way. No one is made to feel bad about the clothes they have or don't have.

3. Uniforms look professional. Students look ready to work, and work hard, when they arrive to school. The students come mentally prepared for school.

Students may not change out of the Perseverance Prep uniform at any point during the school day unless they have been given permission for a specific activity such as participation in a sports team. Students must wear their uniform on all school field trips, unless they receive prior notice from the school.

The components of the Perseverance Prep school uniform are as follows:

- Tops: Perseverance Prep will provide the first uniform shirt for free. The uniform shirt is a black polo or button down with the Perseverance Prep logo. Additional polo shirts may be ordered from the office. If any part of an undershirt shows (including just the edges of the sleeves or even a small piece at the neckline), it must be solid white/black for students in all grades. In addition, students must wear their uniform shirts in the proper way—tucked in. Special Perseverance Prep T-shirts and college T-shirts may be worn on Fridays.

- Bottoms: Students must wear khaki pants. Uniform bottoms must fit appropriately—not too snug nor too baggy—and must be dress pants-style (not cargo, “skinny” style, or cut like jeans). Denim, sweatpants, stretch material, fleece, capris, or any pants with visible external stitched pockets on the back are not Perseverance Prep uniform bottoms. Exceptions for religious reasons will be cleared by the Executive Director.

- Optional Belts: Belts can be worn with uniform pants.

- Shoes and socks: Students must wear closed-toe shoes to school on a daily basis, preferably sneakers. Open-toe shoes, sandals, flip-flops, and heels are not acceptable. We ask that students wear socks and sneakers with laces that support their feet well because students walk a lot during each day and have P.E.

- Jackets: In cold weather, students wear jackets/coats to school. However, jackets/coats may not be worn inside the school building. If a student is worried about being cold inside the building, he or she may wear a uniform sweater or a long-sleeve, white or black shirt under his/her uniform shirt.

- Jewelry: Students may wear a watch, a single necklace and/or bracelet, and stud earrings. Hoop earrings or dangling earrings are not allowed. Additional jewelry is not allowed, as it may be disruptive to the learning environment.

- Make-up/Hair: Make-up should not be worn to school (blush, lipstick, etc.). Hair should be not be worn is any color or designs that may distract from the learning environment.

- Hats: Students are not allowed to wear hats, scarves, or bandanas in the building. Small clips or bands for the hair are permitted. Exceptions for religious headwear will be cleared by the Executive Director. Hats may be worn outside for protection from the sun.

- Backpacks: In order to adequately accommodate bringing school books and supplies to and from school, each student should have a backpack. To more evenly distribute the weight of student
materials, we encourage backpacks instead of messenger-style bags, duffle bags, or purses.

**Additional Information**

- Students may be exempt from dress code during approved Spirit Weeks. Guidelines for Spirit Week Dress Code will be provided by the School. If a student is in violation of these guidelines, he or she will be required to wear the school uniform.
- Students may receive permission to wear jeans or free dress per the School’s discretion. This is an earned privilege. Students earning free dress may not wear clothing that becomes a safety issue or a distraction to one’s self or others and will lose the privilege if the school determines there is an issue.

The School reserves the right to determine whether or not any part of a student’s dress is appropriate.

Whenever any element of physical appearance or grooming—even if it is allowable under the school’s current rules - becomes a safety issue or distraction to one’s self or to others, it is no longer acceptable and steps will be taken to remove the distraction. This may include calling home to get a change of clothes or covering up the item in question.

**Use of Technology**

Throughout the school year, students will have access to laptops, tablets, and our wireless network within the confines of classrooms and while on school grounds. Our wireless network is secured with a firewall and added protections to ensure web browsing remains safe and appropriate for all of our students. The use of laptops and tablets, as well as access to the internet, is seen as an instructional resource for our students. They can expect to use these tools to work on class projects, research, benchmark and state testing, as well as to enhance their computer knowledge through the usage of various apps and programs that aim to enhance skills such as typing and coding. Use of this equipment for any purpose other than educational use may result in loss of privileges.

Furthermore, parents/guardians are financially responsible on behalf of the student for costs related to damage due to purposeful action or gross negligence, including but not limited to missing or broken keyboard keys, cracked screens, etc.. Parents/guardians will be financially responsible for the replacement or repair cost of the laptop, whichever is deemed necessary by our Business Operations Manager and will be billed accordingly. Please see Appendix D Perseverance Prep’s full Technology Use Agreement.

**Student Email**

Some of our students are given a Perseverance Prep email address for use with certain school projects. These emails are monitored by our school and there should not be an expectation of privacy.

**Visitors**

Visitors, especially parents/guardians, are a vital part of the Perseverance Prep community. We welcome them as volunteers, observers, and partners in the education of our students. Upon arriving, all visitors must sign in within the Perseverance Prep office. Observers should enter classes with a staff escort, although they may leave at any time. They should not talk to students or teachers during class, although they are encouraged to contact the Executive Director after school to discuss what they observed.

**Volunteer Opportunities**

We seek to provide parents/guardians and community members with meaningful ways to be involved at the school. While no parent/guardian will be required to complete hours of service, we welcome participation
from students’ families. Volunteer opportunities include, but are not limited to:

- Serving as “Room Parent” for a homeroom (assisting the homeroom teachers with family communications, special events, etc.)
- Chaperoning field trips (upon completion of chaperone training only)
- Supervising lunch (working with school staff)
- Leading clubs (working with school staff)
- Set-up, supervision, and clean-up for special events (Expo Nights, Book Fair, Field Day, Science Fair, etc.)
- Helping with traffic flow (before and/or after school)
- Working on campus beautification projects (painting, gardening, etc.)
- Attending community meetings;
- Assisting teachers with classroom setup/cleanup or project preparation;
- Assisting teachers with classroom presentations;
- Assisting office staff with paperwork;
- Donating school supplies or snacks to the classroom;
- Volunteering in the school library;
- Recruitment support;
- Volunteering in the classroom (background check required); and
- Assisting school staff with recess duty (background check required)

For the safety of our students, all volunteers who work with children on a regular basis at Perseverance Prep must be under staff supervision, undergo a background check with fingerprinting, and obtain TB clearance. All volunteers must also complete an on-boarding training before they begin their volunteer work at the school.

Classroom and School Visitor and Volunteer Procedures
To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least 24 hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours as observers must first obtain the written approval of the classroom teacher and the Executive Director or designee. Except for unusual circumstances, approved by the Executive Director, classroom visits should not exceed approximately 45 minutes in length and may not occur more than once per week.

1. When there are a large number of requests, the School shall schedule a minimum of two (2) observation days per school year for parents who are considering application for enrollment. Interested parent observers shall be asked to conduct their observations on one of the scheduled days.

1. All visitors, including parents or guardians of currently enrolled students, shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor may be required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.

2. The Executive Director, or designee, may refuse to register an outsider if he or she has a
reasonable basis for concluding that the visitor’s presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

3. The Executive Director or designee may withdraw consent to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

7. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

8. The classroom teacher has full discretion as to their use of volunteers and the time and duration of in-class volunteer participation.

9. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to parent volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid, the volunteer may leave their volunteer position for that day.

10. Information gained by volunteers regarding individual students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Questions or comments concerning a child's academic performance or behavior must be done in a separate meeting between parent and teacher, as arranged with the teacher. Student discipline is to be left to the teacher, even for a parent volunteer's own child, with the exception of light reminders to students to stay on task.

11. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to the Executive Director within five (5) days after the denial or revocation. The Executive Director shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven business days after receipt of the request. The Executive Director shall respond within seven work days.

12. The Executive Director or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

13. At each entrance to the School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

1. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher’s and Executive Director’s written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending School activities for any purpose.

ANNUAL NOTICES

Child Find
As a part of Perseverance Prep’s Child Find obligations, a notice is included in the first day packets to all families, and can also be obtained in the office. This letter details the process for referring a student with a suspected disability to the school, and shares contact information for the Special Education Departments.

Concussion/Head Injury
A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Free and Reduced Lunch
The School participates in the National School Lunch Program. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the School website and in the office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

Sexual Education
The purpose of the School’s sexual health education and/or HIV/AIDS prevention education is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted diseases.

The School will provide instruction in comprehensive sexual health education, HIV/AIDS prevention education, and/or will conduct assessments on pupil health behaviors and risks in the coming school year in accordance with state guidelines, standards, and regulations.

Parents or guardians may:
- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education.
- Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education.
• Request a copy of Education Codes 51930 through 51939.
• Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by School personnel or outside consultants.
• When the School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  o The date of the instruction
  o The name of the organization or affiliation of each guest speaker.

Sexual Harassment Policy
Perseverance Prep is committed to providing a working and learning environment free from unlawful sexual harassment. We prohibit sexual harassment of or by employees, students, or persons doing business with or for Perseverance Prep on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Failure to follow this policy is a violation of state and federal law.

Sexual harassment is defined by California Education Code 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

• Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress
• Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual
• The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment
• Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Reporting Procedures
Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any student or employee of Perseverance Prep who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of Executive Director so that the appropriate action may be taken to resolve the problem. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This policy applies to all acts related to school activity within Perseverance Prep.
Perseverance Prep prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints must be promptly investigated in a way that respects the privacy of the parties concerned.

For inquiries or complaints related to sexual harassment, contact the Executive Director through email at aleenatali@perseveranceprep.org.

If complaints are regarding the Executive Director, please contact the Board of Directors at boardchair@perseveranceprep.org

**Teacher Qualifications**

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

**Rights Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School Executive Director [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School Executive Director [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist);
or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

4. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by
the School District to comply with the requirements of FERPA. The name and address of the Office
that administers FERPA are:
Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-5901

Nondiscrimination
The School does not discriminate against any student or employee on the basis of actual or perceived
disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation,
sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the
California Penal Code.

The School adheres to all provisions of federal law related to students with disabilities, including, but not
limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of
1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment
under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of
1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age
 Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical
disability)

The School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon
pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender,
gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition,
marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or
regulation. The School does not condone or tolerate harassment of any type, including discrimination,
imintimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other
person with which the School does business, or any other individual, student, or volunteer. This applies to all
employees, students, or volunteers and relationships, regardless of position or gender. The School will
promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if
warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above,
should be directed to the Uniform Complaint Policy (“UCP”) Compliance Officer:
Alexandria LeeNatali, Executive Director Perseverance Preparatory School 484 E. San Fernando St. San Jose,
CA 95112

Title IX Harassment, Intimidation, Discrimination, and Bullying Policy
Perseverance Prep believes all students have the right to a safe and civil learning environment. Discrimination,
sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors that interfere with
students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a
hostile school environment. As such, the School prohibits any acts of discrimination, harassment,
iminintimidation, and/or bullying related to school activity or school attendance. This policy is inclusive of
instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of
location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, “discrimination, sexual harassment, harassment, intimidation, and bullying” describe
intentional conduct, including verbal, physical, written communication, or cyber-bullying, including cyber
sexual bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity,
gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or
related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. Hereafter, such actions are referred to as “misconduct prohibited by this policy.”

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. School staff who witness acts of misconduct prohibited by this policy will take immediate steps to intervene, so long as it is safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor, or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):
Alexandra LeeNatali, Executive Director Perseverance Preparatory School
484 East San Fernando Street
San Jose, CA 95112

Definitions
Prohibited Unlawful Harassment
- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Differential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Discrimination under Title IX
Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

Prohibited Sexual Harassment
The School is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the
It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex

- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Prohibited Bullying

“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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable student to experience substantial interference with his or her academic performance.
3. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

“Electronic Act” means the transmission originated on or off the school site, 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:

1. A message, text, sound, video or image.
2. A post on a social network Internet Web site including, but not limited to:
   a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
   b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “cyber sexual bullying” including, but not limited to:
   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

1. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Reporting**

All staff members are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.
Any employee or student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator, listed above:

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, Executive Director, Coordinator, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The School acknowledges and respects every individual’s rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except the extent necessary to carry out the investigation and/or resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

**Investigation**

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the School.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedure Procedures, such investigation will be undertaken concurrently.
At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

Appeal
Should the complainant find the Coordinator or designee resolution’s unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Board of Directors. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the complainant’s appeal and render a final disposition.

Consequences
Students who engage in misconduct prohibited by this policy may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the School.

Complaint Policy
All complaints shall be directed to the Executive Director. Some complaints fall under the scope of the Uniform Complaints Policy (see Exhibit B) and should be filed with the staff members listed in the policy. The policy is also posted on the school’s website.

The final point of contact for complaints or suggestions is the school’s Board of Directors. The contact information for our Board Chair, Lester Deanes, and Board Secretary, Marion Dickel, are below. We ask that you please try to resolve any complaints at the school level before contacting the Board. Families are free to elect contacting the board directly for matters directly involving the Executive Director. Emails to our Board will be returned within five days.

Board Chair, Lester Deanes: Boardchair@perseveranceprep.org
Board Secretary, Marion Dickel: boardsecretary@perseveranceprep.org

If your grievance concerns the Executive Director, the complaint will be reviewed by a panel of representatives chosen by the Board. Please submit a written complaint using the form provided. You will receive a written response to your grievance within 15 business days from receipt of your grievance.

Perseverance Prep does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Perseverance Prep assigns at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with the school alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Perseverance Prep will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
Perseverance Prep has adopted and published grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

**Internal Complaints**

Suggestions for improving the School are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to the School. We ask you to first discuss your concerns with your child's teacher. After attempts for resolution at the classroom level or for more sensitive complaints or queries please contact the Executive Director directly. Calls to our Executive Director will be returned within 48 hours.

Any complaint not resolved may be put in writing using the “Complaint Form” and addressed to the Executive Director. A written complaint shall include:

1. The full name of each person involved,
2. A brief but specific summary of the complaint and the facts surrounding it, and
3. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter

The Executive Director shall investigate the complaint as necessary and shall notify the complainant of the date, time, and place of a meeting between the complainant and the Executive Director, which shall occur no later than ten (10) school days following the receipt of complaint.

If no resolution can be agreed upon between the Executive Director and the complainant, the Executive Director shall submit the complaint to the Board of Directors.

The Board of Directors may seek additional investigation by the Executive Director and will issue a resolution. The Board of Directors will make the final determination regarding the dispute and shall notify the complainant of the resolution within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

**Complaints Against Employees**

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations. It is the responsibility of all employees to comply with school policies noted in the Employee Handbook and to report violations or suspected violations.

Complaint against employees should be directed to the Executive Director. Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Executive Director (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Executive Director (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed.
When the complainant files a written complaint and no other school policy or procedure is applicable, the Executive Director (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director’s (or designee’s) decision relating to the complaint shall be final.

Confidentiality
Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation
Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Complaint Policy
Scope
The School’s policy is to comply with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs that they are assigned to investigate. The School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. This UCP is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation, or bullying based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any School’s program or activity that receives or benefits from state financial assistance.

2. Complaints of violations of state or federal law and regulations governing state and federal programs including, but not limited to: Foster and Homeless Youth Services; Every Student Succeeds Act/No Child Left Behind Act (2001) Programs (Title I-VII); Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.

2. Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for
participation in an educational activity as those terms are defined below:
a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
i. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
i. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
i. A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.
c. A pupil fee complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
d. If the School finds merit in a pupil fee complaint the School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, schools, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.

If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive
Director or designee on a case-by-case basis.

The School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officer
The School’s Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the School’s compliance with law:

Alexandria LeeNatali, Executive Director Perseverance Preparatory School 484 East San Fernando Street San Jose, CA 95112.

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Board of Directors.

Notifications
The Executive Director or designee shall annually provide written notification of the School’s uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the School’s uniform complaint procedures free of charge.

The annual notice shall include the following:
(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
(d) A statement that the complainant has a right to appeal the Charter School’s decision to the CDE by filing a written appeal within 15 days of receiving the Charter School’s Decision.
(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.
Uniform Complaint Procedures
The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations governing educational programs. Compliance Officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint
Any individual, public agency or organization may file a written complaint of alleged noncompliance by the School.

A complaint alleging unlawful discrimination, harassment, intimidation, and/or bullying shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation, and/or bullying occurred, or six months from the date when the Complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and/or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, and/or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, and/or bullying.

Pupil fees complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation
Within three days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, and/or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The Compliance Officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for
the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

**Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School’s investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

**Step 5: Final Written Decision**

The School’s decision shall be in writing and sent to the Complainant. The School’s decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The decision shall include:

1048576. The findings of fact based on evidence gathered.

1048577. The conclusion(s) of law.

1048578. Disposition of the complaint.

1048579. Rationale for such disposition.

1048580. Corrective actions, if any are warranted.

1048581. Notice of the Complainant’s right to appeal the School’s decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
1048582. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under state law, notice that the Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

1048583. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

**Appeals to the California Department of Education**
If dissatisfied with the School's decision, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving the School's decision. When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the School's decision.

Upon notification by the CDE that the Complainant has appealed the School's decision, the Executive Director or designee shall forward the following documents to the CDE:
- A copy of the original complaint.
- A copy of the decision.
- A summary of the nature and extent of the investigation conducted by the School, if not covered by the decision.
- A copy of the investigation files, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
- A report of any action taken to resolve the complaint.
- A copy of the School's complaint procedures.
- Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the School has not taken action within 60 days of the date the complaint was filed with the School.

**Civil Law Remedies**
A Complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under state law, however, a Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint in accordance with 5 CCR 4622.
Technology Acceptable Use & Internet Safety Policy
COMPUTER & INTERNET ACCEPTABLE USE AGREEMENT

Perseverance Prep adheres to the federal requirements and guidelines stipulated under TITLE XVII—CHILDREN’S INTERNET PROTECTION ACT (CIPA). Visit http://www.ifea.net/cipa.html to view this document in its entirety.

Educational Purpose
Perseverance Prep’s Internet system has a limited educational purpose. Activities that are acceptable include classroom activities, career development, and high-quality personal research. You may not use Perseverance Prep’s network for entertainment purposes. Perseverance Prep has the right to place reasonable restrictions on the material you access or post through the system. You are expected to follow the rules set forth in Perseverance Prep’s disciplinary code and the law in your use of the network.

Pursuant to Federal law, students shall receive education about the following:

a. Maintaining safety and security while using the Internet;
b. the dangers inherent with the online disclosure of personally identifiable information; and,
c. the consequences of other unlawful or inappropriate activities by students online.

The Executive Director or designee is responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. Perseverance Prep expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents/guardians if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Student Internet Access
The World Wide Web is a global database system providing access to information from around the world. Students may have access to Web information resources through their classroom, library, or school computer lab. E-mail is an electronic mail system, which allows students to communicate one to one with people throughout the world. Students may, under teacher supervision, establish web e-mail accounts through the Perseverance Prep network. Perseverance Prep students should not expect that these email accounts are private or unmonitored.

Internet Safety Policy
Perseverance Prep’s policy of Internet safety is enforced and includes measures to block or filter Internet access for both minors and adults to certain visual depictions. These include visual depictions that are:

- obscene,
- child pornography, or, with respect to use of computers with Internet access by minors,
- harmful to minors.

An authorized person must be able to disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purpose.

Unacceptable Use
The following uses of the Perseverance Prep Internet system are considered unacceptable:
Personal Safety and Personal Privacy
You will not post personal contact information about yourself. Personal contact information includes, but is not limited to, your address, telephone number, school address, and home address. This information may not be provided to an individual, organization, or company, including through e-mail or through websites that solicit personal information, social networking websites, or internet chat rooms. You will not agree to meet with someone you have met online. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable or unsafe, including any instances of cyberbullying.

Illegal Activities
You will not attempt to gain unauthorized access to the Perseverance Prep network or to any other computer system through the network or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. You will not use the network to engage in any other illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.

System Security
You are responsible for your individual account and must take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access. You will avoid the inadvertent spread of computer viruses by following the virus protection procedures. No software is to be downloaded on the computer systems at any time without the explicit consent of the system administrator.

Inappropriate Online Behavior
Restrictions against inappropriate online behavior apply to all public messages, private messages, and material posted through e-mail or on all websites, including, but not limited to, social networking websites and internet chat rooms. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language while online at any websites. You will not post information on any websites that could cause damage or a danger of disruption. You will not engage in personal attacks or cyberbullying, including prejudicial or discriminatory attacks. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending him or her messages, you must stop immediately. You will not knowingly or recklessly post false or defamatory information about a person or organization on any websites.

Respect for Privacy
You will not transmit via e-mail or re-post on any website a message that was sent to you privately without permission of the person who sent you the message. You will not transmit or post private information, including personal contact information, about another person through e-mail or on any websites.

Respecting Resource Limits
You will use the internet system only for educational and career development activities and limited, high-quality, self-discovery activities. You will not download large files to the computer desktop. You will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a
large number of people. You will check your e-mail frequently, and delete unwanted messages promptly. You will subscribe only to high quality discussion group mailing lists that are relevant to your education or career development.

**Plagiarism**
You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.

**Copyright**
You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. If you have questions, ask a teacher.

**Inappropriate Access to Material**
You will not access material that is designated for adults only or is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). If you mistakenly access inappropriate information, you should immediately tell your teacher. This will protect you against a claim that you have intentionally violated this Policy. Your parents or guardians should instruct you if there is additional material that they think it would be inappropriate for you to access. The school fully expects that you will follow your parent's or guardian's instructions in this matter.

**Disciplinary Actions**
The Perseverance Prep Internet system is a limited forum; therefore, the school may restrict your speech for valid educational reasons. Perseverance Prep will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

You should expect only limited privacy in the contents of your personal files or record of Web research activities. Routine maintenance and monitoring of the network may lead to discovery that you have violated this Policy, the school disciplinary code, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the Perseverance Prep disciplinary code, or the law.

Your Executive Director, designee, and the system administrator have the right to eliminate any expectation of privacy by providing notice to the students. Your parents/guardians have the right to request to see the contents of your e-mail files. Perseverance Prep will cooperate fully with local or federal officials in any investigation related to any illegal activities conducted through the school network.

In the event there is a claim that you have violated this Policy or the school disciplinary code in your use of the network, you will be provided with a written notice of the suspected violation and an opportunity to be heard in the manner set forth in the Perseverance Prep disciplinary code.

**Limitations of Liability**
Perseverance Prep makes no guarantee that the functions or the services provided by or through the Perseverance Prep Internet system will be error-free or without defect. Perseverance Prep will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. Perseverance Prep is not responsible for the accuracy or quality of the information obtained through or stored on the system.
Perseverance Prep will not be responsible for financial obligations arising through the unauthorized use of the system. Your parents/guardians can be held financially responsible for any harm to the system as a result of intentional misuse.

**Appendix B: Uniform Complaint Procedure Form**

Last Name: ___________________________ First Name/MI: ___________________________

Student Name (if applicable): ___________________________ Grade: _______ Date of Birth: __________

Street Address/Apt. #: ______________________________________________________________
City:  __________________________________________ State: __________________________ Zip Code: __________ Home Phone: __________

Cell Phone: ___________________________ Work Phone: __________________ School/Office of Alleged Violation: _______

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- Adult Education Career/Technical
- Consolidated
- Nutrition Services
- Education Child Development
- Categorical Programs
- Special Education
- Programs Special Education
- Migrant and Indian Education Pupil Fees
- Local Control Funding Formula
- Foster/Homeless Youth
- Lactating Pupils
- Every Student Succeeds Act Prog.

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- Age Ancestry Color
- Gender / Gender Expression / Gender Identity
- Sex (Actual or Perceived)
- Disability (Mental or Physical) Ethnic
- National Origin Race or ethnicity
- Sexual Orientation (Actual or Perceived)
- Group Identification Medical Condition
- Religion
- Based on association with a person or group with one or more of these actual or perceived characteristics
- Marital Status
- Genetic information

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator:
Appendix C: Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: ___________________________________________ Date: _____________________

Date of Alleged Incident(s): ____________________________

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: ________________________________________________

Signature of Complainant: ________________________________

Print Name: ___________________________________________

To be completed by the School:
Received by:____________________________ Date:__________________________

Follow up Meeting with Complainant held on:____________________________
Acknowledgment of Receipt

ACKNOWLEDGMENT OF RECEIPT OF PERSEVERANCE PREP STUDENT AND FAMILY HANDBOOK AND AGREEMENT

I acknowledge I have received a copy, reviewed and understand the Perseverance Preparatory Student and Family Handbook. I understand the Handbook has provided me for information on policies, procedures and practices.

I acknowledge I will follow the policies, procedures and practices to the best of my abilities in order to be a partner in my child’s education at Perseverance Preparatory School.

_________________________  ____________________________
Parent Signature                      Date

_________________________  ____________________________
Print or Type Name                  Print or Type Student Name